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ABSTRACT

This guide examines the scope and structure of college and university comprehensive fund-raising campaigns. It focuses on the responsibilities of boards and trustees in planning, overseeing, and actively participating in such campaigns, which are defined as institutional fund-raising initiatives which take place over a predetermined time period, usually 5 to 7 years. Following a foreword by Richard T. Ingram and an introduction by Jake B. Schrum, the eleven chapters include: (1) "Building the Case for a Comprehensive Campaign" (Marion B. Peavey); (2) "Assessing Institutional Readiness" (Vance T. Peterson); (3) "Planning for a Comprehensive Campaign" (Richard B. Eason); (4) "Comprehensive Campaign Structure and Budget: Before, During, and After" (Jake B. Schrum); (5) "Achieving Trustee Ownership" (Philip G. Mazzara); (6) "Selecting and Using Professional Consultants" (Frederic C. Nahm); (7) "Trustees as Fund-Raisers" (Susan B. Green); (8) "Ensuring Campaign Integrity and Accountability" (Catherine Dunn); (9) "The Relationship Between Public Institution Governing Boards and Their Foundations During a Comprehensive Campaign" (Curtis R. Simic); (10) "Conclusion" n(Jake B. Schrum); and (11) "Afterword: Hints for a Successful Comprehensive Fund-Raising Campaign" (Jake B. Schrum). Two appendixes by Holly Madsen include: "The AGB Comprehensive Campaign Survey of Independent Colleges and Universities" and "The AGB Comprehensive Campaign Survey of Public Colleges and Universities." (RH)

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A BOARD'S

Guide TO Comprehensive Campaigns

EDITED BY
JAKE B. SCHRUM

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Foreword

The scope and structure of the fund-raising campaigns of colleges and universities have evolved significantly from the days of the traditional capital campaign. We have entered a new world of *comprehensive* campaigns, which comprise *all* institutional fund-raising initiatives over a predetermined time, usually five to seven years. These campaigns are highly sophisticated efforts that require experienced staff and the full commitment and active participation of all trustees.

Private colleges and universities—as well as foundations affiliated with public institutions and systems—recruit and shape their boards largely on the abilities and competencies of volunteers of affluence and influence. Committed to higher education, and especially to their alma maters, these individual trustees and directors are crucial to campaign success.

This guide focuses on the responsibilities of boards and trustees in planning, overseeing, and actively participating in comprehensive campaigns. It moves beyond the traditional capital campaign model and recognizes the comprehensive nature of fund-raising initiatives that support an institution's planning process. This candid and helpful look at the new campaign strategies will enable every academic institution to strengthen the board's involvement in fund-raising.

Fund-raising has never been a zero-sum undertaking. What one institution is able to raise is not lost to another. In this high-stakes endeavor, individuals provide gifts to organizations whose missions and needs match their interests. What appeals to one person will not interest another.

We also should remember that the nation is witnessing the largest transfer of personal wealth from one generation to another, a happy fact that even downturns in the economy cannot erase. The difference between successful and unsuccessful colleges and universities in their capacity to earn their fair share of philanthropic support will be found in their

willingness and ability to compete through hard work and good leadership. One of the purposes of this book is to suggest modern strategies to be competitive and successful, beginning with the critical need for trustee and board leadership. No president or chancellor can proceed alone. All organizations that invest in aggressive fund-raising activities and have good leadership—beginning with the commitment of trustees and the governing board—will earn their fair share of philanthropic support.

* * *

Jake Schrum and his distinguished contributors deserve kudos for their insights and our gratitude for taking part in this labor of love. Jake is a nationally respected higher education leader who has a long and successful track record in fund-raising as president of Texas Wesleyan University and as chief development officer of several other private institutions. He is a tireless advocate for the comprehensive campaign model. The quality of this guide is the result of his experience, commitment, and advocacy of the need to change how colleges and universities conduct their fund-raising campaigns.

Special thanks are due to William G. Schreyer, whose generous gift made this book possible. Now the retired chairman of Merrill Lynch, Bill knows well the responsibilities of university boards, especially regarding personal philanthropy. His tenure as chair of the Penn State board was filled with achievement and fund-raising success.

Several talented individuals worked diligently to publish this guide: AGB Executive Vice President Rick Legon, who inspired and shepherded the project; Vice President for Publications Dan Levin, who edited the book and coordinated its publication; former AGB staff member Holly Madsen, who supervised the conduct and analysis of the surveys that so richly inform the text; and Kristi Taylor, President Schrum's able assistant, who helped him focus on the task at hand.

Every institution's character, scope, and mission will lead its board and senior administrators to use the guide's lessons differently. Some advice will apply to your institution; some will not. We believe, however, that *A Board's Guide to Comprehensive Campaigns* offers a range of useful approaches for campaign success.

Richard T. Ingram
President, AGB
January 2000

Introduction

BY JAKE B. SCHRUM

In 1989, AGB published a book about the importance of trustee leadership to the fund-raising success of institutions of higher education. *Fund-Raising Leadership: A Guide for College and University Boards*, edited by J.W. Pocock, included the results of a comprehensive survey of fund-raising activities and practices that provided useful and previously unavailable information.

A decade later, all higher education institutions still have a great need for philanthropic dollars. Governing board and foundation board members, whether at private or public institutions, are increasingly aware of their responsibility and privilege to ensure both the short-term and long-term financial well-being of their institutions. They need to have reliable, contemporary advice and information about the process, practice, and results of institutional fund-raising.

This book and the accompanying survey results attempt to provide trustees with the most useful information about what is now called the "comprehensive campaign." As one might surmise, the word "comprehensive" suggests that such campaigns include *all* fund-raising efforts undertaken by the institution over a predetermined time period. Oddly enough, some institutions are organizing their campaigns in a comprehensive way and yet still are using the term "capital campaign" to describe their fund-raising campaign efforts. I hope this book will encourage many more governing boards to use the "comprehensive campaign" as a key element in their fund-raising planning, strategy, and programs.

What Makes a Campaign Comprehensive? People have given money and gifts to their favorite institutions since the earliest days of higher education in America. Most gifts were made for capital purposes—to construct buildings, create endowments, or establish programs in perpetuity using only

the income from the endowment gift to sustain the program.

More than a century ago, Yale University graduates meeting in New York City established the Yale Alumni Fund, an annual campaign that now provides well over $50 million each year to enhance Yale's operating budget. Today, virtually every institution has an annual fund or yearly sustentation campaign to solicit gifts from alumni, friends, trustees, parents, students, faculty and staff, corporations, and foundations to enhance their operating funds.

By the 1950s, a growing number of institutions were packaging their endowment and capital needs into increasingly larger multiyear campaigns. Even though it was somewhat of a misnomer, the term "capital campaign" came into widespread use. One of the difficulties in promoting this type of campaign was the issue of what to do about the annual fund. It was obvious that an institution could not suspend annual unrestricted giving to the operating budget during a "comprehensive campaign." So what was the solution?

Many institutions chose to divide their donors and potential donors into two groups. One group was composed of people selected only for the annual fund. The other group, however, was to be asked not only for an annual gift but also for a special, larger, "once in a lifetime" gift to meet the institution's five-year capital and endowment needs. This second group of donors was to receive the "double ask" during one year of the five-year effort. They would be expected to make their usual annual-fund gift as well as a multiyear gift commitment to the capital-campaign effort.

Most institutions raised significant funds in these capital campaigns, yet many young alumni and annual-fund donors were uncertain how their annual gift contributed to the success of the institution. The need to include all donors and gifts for every purpose in a major and visible fund-raising effort was a critical reason many institutions chose to organize their large fund-raising campaigns under the umbrella of the "comprehensive campaign." The comprehensive campaign approach allows first-time donors who might be students or young alumni to have their annual-fund gift count in the major campaign to move their institution to the next level of quality and visibility. So even though their gift might be small, it nevertheless would count. There were other good reasons as well.

Why the Comprehensive Campaign?

Every higher education institution should have annual and multiyear fund-raising plans. The scope of the plans should determine their budgets, and any type of fund-raising campaign should complement the institution's strategic plan. Naturally, more sophisticated campaign plans will better enable the institution to attain its stated goals.

For a comprehensive fund-raising campaign to succeed, an institution must have a strategic plan. The priorities of the strategic plan, as well as the institution's endowment needs, must drive the campaign's goals and operating budget. Often, an institution's strategic plan covers the same period envisioned in the comprehensive fund-raising campaign effort. In the end, the success of the insti-

tutional plan invariably is due to the success of the comprehensive fund-raising campaign.

The two major reasons for choosing a comprehensive-campaign effort might be obvious at this point. It is hard to argue against the importance of inclusion and planning. An inclusive campaign counts all gifts, from every sector of private philanthropy, for every purpose—chiefly annual endowment and capital gifts. A plan-driven campaign reflects the institution's highest annual and long-term priorities. These two concepts, inclusion and planning, are the primary reasons a board should join with the institution's chief executive and staff to consider a comprehensive fund-raising campaign.

The Crucial Role of Trustees. Among trustees' foremost responsibilities are to (1) ensure the institution's financial well-being, (2) approve its long-range plan, (3) represent its best interest in the larger community, and (4) ensure the well-being of faculty, staff, and students. Indeed, trustees bear the ultimate responsibility for the future of the institution. With all types of colleges and universities relying to a greater extent on private philanthropy, trustees must look to comprehensive fund-raising campaigns to help ensure their institution's success—and sometimes its survival.

The comprehensive campaign intersects with trustee responsibilities in many ways that will help lead to institutional health and success. It is crucial that trustees understand this type of fund-raising effort, involve themselves deeply at the outset, lead the way in giving, promote the campaign to all constituents, and play a major role in ensuring the success of the effort.

Trustees can help ensure the financial security of their institutions in many ways. They can monitor the operating budget to be sure it is balanced; they can earmark funds for deferred maintenance; they can make sure the institution limits its financial and strategic risks; and they can avoid investing large portions of institutional assets in unproven schemes or ventures. The clearest option to help ensure financial well-being, however, is to add to the institution's financial base through philanthropy. A comprehensive campaign can boost the annual fund, increase the endowment base, and provide capital gifts to erect new buildings, restore old ones, or purchase scientific equipment or new technology.

A second trustee responsibility that intersects with the comprehensive campaign is the approval of the institution's strategic plan. Simply put, trustees must know the history of the institution and its current condition, and they must understand and approve the strategic plan. This plan guides the comprehensive campaign, and trustees must be intimately involved in both efforts.

How does a comprehensive campaign help trustees represent the institution's best interest to its public constituencies? In addition to reaching its fund-raising goals in a comprehensive campaign, an institution also hopes to raise its visibility and presence in the community. A major fund-raising effort draws attention to the plans, goals, and priorities of the institution and reminds everyone of the institution's importance to the community or region.

At the conclusion of a successful campaign, there should be a visible and significant difference in the appearance of the institution and in its positioning for the future. All of the institution's constituents and the general public should realize that the campaign had a remarkable impact on the institution's future and therefore served the public good. The campaign's success should help trustees believe they served the institution and the public interest.

Trustee involvement in a comprehensive campaign also can help ensure the welfare of faculty, students, and staff. A comprehensive fund-raising campaign recognizes the genuine needs, goals, and priorities of the institution, and its successful completion improves the life and work of each faculty, student, and staff member.

For example, meeting the annual-fund goal in the comprehensive campaign may mean the institution can offer higher wage increases to faculty and staff. Successful completion of the endowment goal portion of the campaign will accrue to the benefit of faculty professional development, research, and improved teaching. Securing the funds for capital gifts provides up-to-date facilities and educational equipment to enhance the academic program and therefore the reputation and value of a degree. A well-conceived, professionally implemented, and successful comprehensive fund-raising campaign can help meet these needs.

Why This Book Will Help Trustees. Comprehensive fund-raising campaigns are planned for and geared toward tackling ambitious challenges. Serious people need to be involved. Few ventures are more worthwhile than participating in an effort that affects so many lives. The feeling of fulfillment is unbelievably gratifying for many trustees.

With so much at stake and so much to gain—both institutionally and in terms of personal fulfillment—trustees will find this book is an important resource. It will be immensely valuable to new trustees who have no knowledge of comprehensive campaigns and will serve as an important guide and reminder to seasoned trustees who have some campaign experience.

A decade ago, only a few institutions were attempting comprehensive campaigns. Today, they are the norm. Trustees must know as much as possible about how such campaigns are planned, how they work, and their own responsibility to ensure the campaign's success. Several leading and highly experienced fund-raising professionals from private and public higher education have contributed to this book. Some are institutional chief executives, foundation board presidents, and advancement vice presidents; some are trustees. All are knowledgeable and eager to share their know-how and experience.

The authors will remind you about the purposes for a comprehensive campaign and give you tools to help you assess the readiness of your institution to begin a major effort of this type. You will read about how to plan a comprehensive campaign and how to structure your committees and decide on your budget. One author will discuss the pros and cons of using a campaign consultant, while another will emphasize the impor-

tance of achieving trustee ownership in the comprehensive campaign effort.

Since trustees must take part in the campaign as solicitors, a chapter has been included to brief you on this process. It is very important to understand how gifts are counted and how goals are reached. Accountability and integrity in campaign planning and implementation are crucial to building credibility with donors and beneficiaries of a comprehensive campaign effort. You'll find a discussion of these issues in one chapter.

And finally, trustees of public institutions or systems will read about how a comprehensive fund-raising campaign interfaces with the various advancement efforts that occur within public institutions and their affiliated foundations. This chapter explores the relationships between the fund-raising staff at the university and the staff at the university foundation.

In the end, all efforts to advance your institution must be highly coordinated if a major comprehensive fund-raising campaign has any hope for lasting success.

Building the Case for a Comprehensive Campaign

BY MARION B. PEAVEY

Successful comprehensive campaigns can achieve many goals beyond raising private funds for high-priority needs. Properly organized and implemented, they can enhance institutional credibility, visibility, communications, teamwork, and morale. Well-organized campaigns also achieve other objectives, such as assisting in the recruitment and retention of outstanding faculty, staff, and students. A successful comprehensive campaign will establish a professional, high-quality program of institutional advancement, which should become even stronger in the years following the completion of the campaign.

In addition, a comprehensive campaign will enable the institution to identify many more alumni and others who will become strong advocates for the institution. These volunteer leaders can play significant roles not only in the fund-raising effort but also in other capacities in behalf of the institution; they may become future board candidates or simply valuable contacts or sources of information.

This chapter outlines how to achieve these goals, with specific emphasis on the involvement and leadership of the institution's board. It reviews ways to implement and maximize the many different opportunities a comprehensive campaign should produce.

Comprehensive campaigns include all aspects of fund-raising—from direct-mail or phonathon efforts that focus primarily on small gifts for the annual fund to efforts to cultivate major gifts that may range from several thousands to many millions of dollars. These gifts may be cash pledged over many years or through such deferred mechanisms as a pooled income fund or trust fund that produces annual payments to the donor with the institution holding the trust instrument. Other forms of major gifts may include life insurance or bequests, art, equipment, vehicles, or other items.

The distinguishing difference between

comprehensive and traditional capital campaigns is that the former includes all areas of the institution, while the latter may focus on selected areas. Comprehensive campaigns usually seek support for endowment needs and the annual fund (annual operating support); they typically also cover some bricks-and-mortar needs. The traditional campaign may focus on endowed chairs or scholarships, for example, or may emphasize one school or department over others. Both types of campaigns typically have specific goals and timetables.

Comprehensive campaigns focus largely on alumni, parents of current and former students, and other friends of the institution. Other sources of gift support include foundations, corporations, and religious organizations, among other groups. In other words, comprehensive campaigns seek gifts of all sizes and varieties from all potential sources to enable the institution to meet its high-priority needs as set forth in the campaign plan.

Why Have a Comprehensive Campaign? The facile answer is "to raise money, of course." But most trustees understand that a comprehensive campaign is an excellent way to build teamwork, heighten the visibility of the institution, increase morale, and achieve important financial objectives. Most also understand that each college or university has strong programs or departments and weak ones as well. The stronger units will excel faster during a comprehensive campaign, but the momentum of the campaign has a way of strengthening the weaker areas as well.

Fears that the law school or business school, for example, will attract large gifts at the expense of lesser known areas of the university should give way to the notion that teamwork will allow all units work together regardless of their ability to attract gifts. If the campaign plan is properly understood and communicated from the board and staff to all constituents, all units should benefit regardless of their strength or weakness. Coordination of prospects, staffing, and volunteers under the auspices of an appropriate plan truly suited to the needs of the institution is essential to this success.

While most institutions meet their publicly stated overall campaign goal during the comprehensive effort, no institution meets every objective within the campaign. The overall dollar goal normally is reached, but attaining fundraising objectives for the more difficult areas—graduate fellowships, classroom facilities, dormitories, or esoteric programmatic needs, for example—is not always possible. The board can help assure success in this regard by suggesting to staff how these programs and "lesser areas" can be more visible to specific gift prospects.

Other Purposes and Benefits. If fundraising is the only objective of the campaign, your institution will have missed an opportunity to realize success in other areas of institutional advancement. Organized well, a comprehensive campaign will increase alumni contacts with the institution and expand opportunities to appear in a favorable light in the media. The well-organized campaign also can increase the overall image and visibility of the institution as a vibrant and

dynamic place to gain an education, thus enhancing admissions opportunities.

Every department within the institution should look at how it relates to its constituents. The board should make sure the president, deans, department heads, development staff, and other campus leaders are properly representing the institution and building positive relationships in its behalf. As part of this effort, the board should encourage staff to review the quality of the institution's alumni magazine, admissions literature, and other publications.

Building positive relationships is essential to the success of a comprehensive campaign. This process, too, requires good planning, communications, and a willingness to work cooperatively with a variety of personalities who have different agendas but who can help the institution. Trustees, of course, should not involve themselves in the day-by-day process of relationship building for the institution, although they should not assume staff members can do it on their own. Board members are highly visible representatives of the institution and can exert strong influence on how others perceive the institution, thus helping or harming the relationship-building effort.

Too Many Campaigns? There is a growing concern that institutions of all sizes, public and private, seem to be in a sequence of ongoing campaigns with ever-increasing goals. How many campaigns are too many? The appropriate response is to ask another question: What is the institution seeking to achieve with each campaign?

Alumni and other constituents must understand the purpose of any campaign, whether it is for endowment, increased annual gift support, or other purposes. But it is especially important for all constituents to understand that a comprehensive campaign is for a limited duration, normally five to seven years, and that it has specific goals.

Unfortunately, many institutions do not clearly state at the outset the targeted completion date of a campaign or for specific interim objectives. After five to seven years, the institution at some point should declare the campaign has concluded, ideally with all goals met. Volunteers and donors are then properly thanked, and the success of the effort is recognized.

If unmet goals remain, the institution then can shift to a low-key mini-campaign status. This mini-campaign may take the form of another year's effort involving fewer people but with greater focus on a specific project or needs. Boards ordinarily should not encourage their institutions to have sequential major comprehensive campaigns separated only by a year or so.

Benchmarks for Readiness. How can a board determine whether the institution is ready to embark on a comprehensive campaign? The chapter by Vance Peterson addresses this question in detail, but here are a few benchmarks:

- The board and staff must develop a clear statement of purpose for the campaign.
- The purposes of the campaign must be in accord with the overall mission statement of the institution.

- The board and staff must determine fund-raising priorities based on a thorough evaluation of institutional needs.
- Well-trained and experienced institutional advancement staff must be in place for a campaign to succeed.
- The institution must adopt an appropriate budget for the comprehensive campaign.
- The board must fully support the effort, and the president must be a good communicator and a team player who is willing to devote substantial time to it. In addition, staff, deans, department chairs, many volunteers, and others are crucial to success.

Successful campaigns build on the strengths of a college or university and rarely are used to "bail out" the institution. Donors respond to credible requests when they are confident their gift will help the institution move forward.

Board members are vital to the success of any comprehensive campaign. They are important for their leadership, their contacts, their skills in building relationships, and their assistance in fund-raising—and for their ability to make their own personal gift.

Yet each trustee must understand that comprehensive campaigns require time and commitment over a sustained period of time. Committed leadership from the board and president, working closely with the staff, is essential.

Assessing Campaign Readiness

BY VANCE T. PETERSON

Anyone who cares about his or her institution and its mission wants it to succeed. But success is a function of many things, including good management of the fund-raising process. One of the keys to managing a successful campaign for higher levels of support is knowing if you are in a position to begin such an effort at all.

It may seem that simply being willing to make the commitment to launching a major new fund-raising effort should be enough to ensure campaign success. After all, most of us believe the old adage, "Where there's a will there's a way." Motivation is an important ingredient, to be sure, but taken alone it is not enough. Trustees need to be fully aware of all the factors that comprise a successful comprehensive campaign and then make an educated decision about whether their institution is ready to proceed.

Why is the "readiness decision" so important? Because an aborted campaign, or one that doesn't meet its dollar goals, actually could be a huge setback for your institution. Where campaign fund-raising is concerned, there is no "A" for effort, and there can be no room for failure. You and your board colleagues should have every confidence, from the outset, that the campaign will succeed. One way to become convinced of this is to make sure you are not falling into one of the classic readiness traps.

Readiness Traps. Once discussion begins about the possibility of launching a comprehensive campaign, the decision about whether and when to proceed can involve irrational reasons for taking the big step. Try to avoid some of these readiness traps:

We need the money. Every institution needs more money, yet this reason alone is not enough to begin a campaign. Needing the money and having the right alignment of ingredients to start an incredibly complex process are signifi-

cantly different issues.

Everybody's doing it. Although it may sometimes seem as if every higher education institution in the country is conducting a campaign, this is not the case. According to the Council for Advancement and Support of Education, only 219 campaigns were reported to be underway or in planning in 1997, of the 2,600 colleges, universities, and private schools counted among the organization's membership in the United States and Canada.

The competition is getting ahead. You must avoid the tendency to transfer competition for students or on the athletic field to competition in the fund-raising arena. Every institution has its own cultural, historical, and demographic characteristics that influence its ability to raise funds. Colleges and universities often go to great lengths to differentiate themselves from one another to prove their uniqueness to their constituencies. Why shouldn't this also carry over to fund-raising?

Your major donor says "Go." Sometimes a single donor may become persuaded that a campaign is necessary and will make a leadership gift or pledge to stimulate its immediate beginning. Although such individuals often possess enormous power, and their financial commitment and enthusiasm are crucial to the ultimate success of a campaign, a single individual should not be given the authority to determine whether an institution is ready to start a campaign.

We just can't miss.... or We shouldn't try right now. Neither undue optimism nor undue pessimism should be allowed to influence the decision to proceed with a campaign. You must give yourself and others on the board an opportunity to reach a decision about readiness based on as objective an assessment as possible. One very good way to do this is to take a readiness test.

Readiness Factors. The "Comprehensive Campaign Readiness Profile," which appears on page 17, offers a simple way to rate your readiness to launch a major campaign. For each factor, assign a score from one to five, with one being the lowest and five the highest. A weighting system has been applied to each factor according to its overall importance to readiness. By multiplying your rating of each item by the weighting element and then adding up the scores, you will have a pretty good idea if your institution is ready to proceed with a major campaign effort.

Although other local factors may affect your institution's readiness, the following list contains the most essential ingredients to consider and includes a guide to assigning ratings for each factor.

Board giving. If the board does not personally give substantial sums to the institution, it will be very difficult to persuade others to join them in providing higher levels of support. It is the job of the development committee to promote a high level of awareness and responsibility for board giving, including the establishment of benchmarks for support to be expected from trustees during a campaign. It is not at all uncommon for boards to set a goal for a specific dollar amount that will come from the trustees during the campaign. A rule of thumb: If the board is not prepared to provide a minimum of 10 percent of the campaign

goal (preferably 12 percent to 15 percent), then a campaign should not be attempted. If trustees will not give at least 10 percent of the goal, rate this factor a 1; if board members will provide 10 percent to 15 percent, assign a 2 or 3; if trustees can be expected to give in the range of 25 percent or more, rate it a 4 or 5.

Top ten gifts. Major gifts have a profound effect on campaign success. What is the potential for attracting such gifts? Generally, as much as 90 percent of the dollar total of a campaign is contributed by 10 percent of the donors. And the ten largest gifts should provide a substantial amount of the goal—even as much as 50 percent of the total! Rate your confidence that the top ten potential donors can be identified and will provide at least 40 percent of the campaign total.

Validity of purpose. How strong is the case for the campaign? Will it have a major impact on the institution's future? Are the projects for which funding is sought clearly reflected in the institution's mission and strategic plan? Assign a rating to this factor in accordance with your understanding of the congruence between the specific goals for funding and the institution's overall vision and purpose.

Fund-raising history. Historically, how big a role has philanthropy played in your organization? Does your institution have a track record of successful campaigns? Has it consistently met its annual-giving goal? What is the level of fund-raising momentum today and in the recent past? Assign a rating based on your assessment of the institution's fund-raising history. If the annual-fund goal has not been met during the last three years, the rating must be lower than 5.

Urgency of appeal. How much interest will the proposed campaign generate? Is there a sense of urgency and emotional appeal associated with the major projects the campaign is intended to fund? Do the projects have "sizzle"? Provide a rating based on whether you judge this campaign to have high, medium, or low appeal based on the projects to be funded.

Prospect cultivation. Major gifts can take many years to develop. Likewise, effective volunteers don't usually materialize overnight. Where does your institution stand in terms of the number and types of prospects who are ready to make large gifts? Do you stand a good chance of immediately recruiting solid leadership to run the campaign? Are these leaders ready to make a significant commitment during the quiet phase? If your institution is just beginning the process of prospect identification and cultivation, rate this factor a 1; if you are ready to enlist a campaign volunteer organization and ask its members to make a "sacrificial" gift to the campaign, rate it a 5. Adjust your rating between these two scores depending on where your organization currently falls.

Development office. What is the history of your development office's effectiveness in identifying and attracting volunteers and major donors? Is the office sufficiently staffed to focus simultaneously on individual gifts (both outright and deferred), foundation gifts, and corporate or other solicitations? Are adequate technology and database systems in place to manage a complex program? Does the

office have individuals who can write campaign literature and proposals and organize development events? Rate your impression of the development office's overall readiness and past effectiveness.

Board and staff enthusiasm. The board and staff must work together enthusiastically as a team during a campaign. They must uniformly support the campaign's goals and synchronize their efforts to achieve success. Rate your sense of the degree to which the board and staff are equally enthusiastic about a campaign as well as their ability to work well together.

Constituency acceptance. Lukewarm support for a campaign from alumni groups can spell early danger for a campaign. Will the alumni accept the argument that a campaign (or another campaign) is necessary? Likewise, faculty may see a campaign as some distant, irrelevant activity that has no bearing on their day-to-day life—just when you need them to echo the priorities presented in the case statement. Especially if there has been a previous campaign that raised significant amounts in deferred gifts or pledges with long pay-out periods, faculty may greet discussion of a new campaign with indifference. And what will local community leaders say about the effort? Will the "rich" college or university be compared invidiously with the town's "poor" social-services organizations? Rate your constituency support with a 5 if you see an enthusiastic reception to the campaign. Give yourself something less if indifference or negativity is the likely response.

External factors. It generally is inadvisable to begin a campaign with storm clouds on the horizon. This does not necessarily mean fundamental economic conditions; many successful campaigns have begun in bear markets or highly inflationary periods. Make an honest assessment of whether any external factors could negatively affect the proposed campaign—friction among trustees that could boil over, the potential for any type of scandal, an impending announcement that would create institutional instability or call into question the timing of the campaign. Rate this factor a 1 if there is a cloud or two; give it a 5 if everything looks like smooth sailing ahead.

"X" times annual. What is the dollar goal of the campaign in relation to the amount of annual support from all sources? Generally, a campaign goal that seeks more than ten times the average annual support received in gifts and pledges over the past five years will encounter difficulty. If you know the probable lead gift to your campaign justifies setting a goal that exceeds ten times average annual support, rate this factor a 5; if it exceeds ten times the amount, and you don't know the size of your lead gift, adjust the score downward according to your level of uncertainty.

Fiscal history. Is your organization financially stable? Is there general confidence in its management? Are you in the black? Have you operated with a balanced budget for at least five years? If you can answer Yes to these questions, rate this factor a 5. If confidence is lacking, or you have not had five years of balanced budgets, lower the score accordingly.

Campaign budget. The old saw "It takes money to make money" could not be truer than in the realm of campaign fund-raising. Campaigns, if conducted

properly, require supplemental staff, new publications, and increased travel. Can your institution truly afford to conduct a campaign? If the campaign can be financed from the current operating budget or endowment reserves, rate this factor a 5; if the campaign budget will be supported by a generous benefactor—with money that otherwise might have gone to a campaign priority—rate it a 3. If the campaign will have to be financed with short-term debt, a score of 0 is appropriate.

Volunteer chair. The campaign chair will affect how the institution's constituents respond to the program. The volunteer chair should be closely identified with the institution and its goals and should be able to demonstrate commitment by providing an early leadership gift and a capstone gift, if necessary, at the end. Is there a person you believe will accept the top leadership position for the campaign? If you are able to identify a person of significant stature, influence, and affluence—as well as a backup—who you think will agree to chair the campaign, rate this factor a 5; if your confidence is not so high, lower the score.

Volunteers. Beyond the overall national chair, the campaign will need to attract other volunteers in key leadership roles. This might include chairs for regions of the country or individuals who can run various components of the anticipated gift structure (corporate gifts, foundation gifts, principal gifts, deferred gifts, and so forth). Is there a sufficient number of motivated and involved volunteers who would be willing to take on important leadership positions in the campaign? If this will not be a problem, rate this factor a 5; if you are uncertain or will have a lot of arm-twisting to do, adjust the score downward accordingly.

Presidential leadership. The average length of service of college presidents continues to decline. It is possible, therefore, that a president may not be in office long enough to see a campaign that could last five to seven years through to completion. New presidents require time to fully comprehend the institution, its operations, volunteers, and community. Although presidents need not be involved in every major gift solicitation, prospects often equate the importance of their gift solicitation with whether the president is participating. The president must be willing to devote as much as 20 percent or more of his or her time to campaign-related activities. Besides being willing to face prospects individually and ask personally for donations (with or without staff support), the president must "carry the mail" in terms of articulating the case for the institution and the campaign. If presidential stability, institutional knowledge, ability to communicate the case, and fund-raising willingness are not issues, rate this factor a 5; if there are doubts about any of the three, lower the score.

Board awareness and involvement. Trustees are expected to be active policy leaders, donors, and persuasive advocates. Is the number of members on the board in accordance with the bylaws of the institution, or do several vacancies exist? Do all trustees have a basic understanding of the institution's long-term and short-term goals? Do trustees regularly attend meetings and carry out committee

assignments? Is there 100 percent participation in giving? Rate this factor in accordance with how actively engaged the board is in your institution.

Who Decides Readiness and When?
Successful campaigns are the result of the joint efforts of numerous individuals working together to meet a common goal. Consequently, the decision of whether to mount a major campaign effort must be based on the collective judgments of several persons and groups. The board of trustees has the ultimate authority to determine if and when to launch a campaign, but a wise board will ensure that the organization first passes the readiness test from the viewpoint of several key players, including the institution's chief executive, director of development, lead volunteer, and campaign counsel. (A consultant who is familiar with campaigns and their development can be invaluable in helping the organization consider the major issues and set a goal to be tested. A chapter on selecting and using consultants addresses this topic in greater detail.)

Just as an assault on Everest is accomplished in stages, so too is a campaign developed in several related phases. Each is a refinement of the one before, until a campaign with a specific dollar goal, priorities for funding, and timetable emerges. Thus, the readiness decision is actually a series of judgments made along the way at each stage of the process. Typical decision points for a board would include authorizing formation of a campaign planning committee, exploring the feasibility of a proposed dollar goal, assembling a steering committee and beginning a quiet-fund phase, and finally, going forward with the public announcement of a dollar goal, key funding priorities, a campaign theme, and timetable for completion.

While the staff typically guides developing the case, recruiting the campaign organization, and testing the waters, it is a wise president and staff who provide the board with several opportunities at key junctures to be on record as understanding, approving, and supporting a campaign. And it is a wise board that insists on its rightful authority to accept, reject, or modify each successive stage of the process so that when the board finally authorizes the launching of the public phase, it should have no doubt that the campaign will be assured of success.

The systematic consideration of whether an organization is ready to take on a major campaign, regardless of who might be clamoring for one, and however high the expectations of success for it might be, is an essential ingredient of campaign success that all boards must be willing to undertake.

Campaign Readiness Profile

Readiness Factor	Your Rating	X	Weight Factor	=	Total Score
Board giving			4		
Top ten gifts			4		
Validity of purpose			4		
Fund-raising history			3		
Urgency of appeal			3		
Prospect cultivation			3		
Development office			3		
Board and staff enthusiasm			3		
External factors			2		
"X" times annual			2		
Fiscal history			2		
Campaign budget			2		
Volunteer chair			2		
Volunteers			2		
Presidential leadership			1		
Constituency acceptance			1		
Board awareness and involvement	1				
TOTAL SCORE					

To calculate your campaign readiness, multiply your ratings in the second column by the weight factors in the third column and total your score. Your readiness level is:

Excellent if you scored **175-215**
Good if you scored **140-175**
Fair if you scored **100-140**
Poor if you scored **43-100**

If your institution falls in the Excellent range, you are in a strong position to launch a campaign. A score in this range does not mean that a careful feasibility study and additional planning are unnecessary. The groundwork still needs to be laid, but a high score suggests that the campaign has every opportunity of being very successful.

A readiness score in the Good range also points toward the likelihood of success. The wise institution will use the profile results as an opportunity to correct deficiencies as part of campaign planning and development, but a score in this range also indicates clear readiness to proceed.

If your institution produces a score in the Fair range, there are enough weaknesses to suggest extreme caution in launching a campaign. Difficulties are likely, and staff and volunteers will encounter frustrations as the effort progresses.

A score in the Poor range indicates that the campus is not at all ready to consider a campaign and should not attempt to do so. The institution will need to address critical areas to determine its ability to accomplish its fund-raising goals.

Planning for a Comprehensive Campaign

BY RICHARD B. EASON

Your institution's mission statement is the guidepost for institutional planning at all levels. It is the basic tool for assessing whether all plans and goals are in keeping with the fundamental purposes of your college or university. Reviewing the mission statement at the outset of the planning process gives the board an opportunity to test whether the goals of various campaign initiatives clearly support the institution's mission.

Regardless of whether your institution calls its comprehensive planning document an "institutional master plan" or a "strategic plan," such a document must exist long before the institution can embark on a comprehensive campaign. A master-planning process begins with an assessment of every major aspect of the institution's operations and the resources devoted to them. This assessment culminates in the development of a position statement, a document that will help all constituencies understand the challenges and opportunities ahead. The position statement compares the qualities of your institution with those of a group of peer institutions and perhaps with others your institution aspires to emulate. The development staff and colleagues responsible for institutional research can facilitate this process.

For example, it is important to document information on such matters as faculty pay, instructional budget per student, residential versus commuter enrollment, admissions and financial-aid information, facilities needs, and so forth. At many colleges and universities, the person who collects and organizes data for the position statement is the director of institutional research. The board will find summaries of this information essential to develop the position statement and to help plan the comprehensive campaign.

Once this information is compiled and summarized, the president, chief development officer, and other senior

staff and faculty leaders can identify specific areas that need improvement. For example, an institution can examine the extent to which its science equipment meets the educational needs of its students. It may determine that its holdings are insufficient to enable faculty and students to do their best work. Or it may be that labs are well equipped, yet faculty members are inadequately trained. Such assessments invariably will identify areas where resource deployment or availability does not match the needs of students, faculty, or staff.

In developing the position statement, a good exercise is to list each major characteristic of the institution and the desired outcomes. A school of journalism might list the following along with many others:

Characteristic	Outcomes
Nationally recognized photograph collection	Prestige
	Enhances learning and teaching of photojournalism
	Provides source documents for research

Such characteristics and outcomes must be evaluated by the president, senior colleagues, faculty leaders, and the board of trustees on the basis of the mission statement. If certain characteristics and outcomes are not in keeping with the mission, one objective early in the planning process is to eliminate any inconsistencies. Donors will want to be assured that their contributions will advance the institution's mission.

In addition, an institution can use the evaluation of its characteristics and outcomes to assess how it compares with its peer institutions and those it aspires to emulate. Such comparisons can help identify areas of strength and weakness. Further, in developing the position statement, an accreditation or association-related self-study may serve as an important resource.

Once your institution has developed a position statement, it should be presented to the board by the president, chief academic officer, and perhaps the chief development officer to educate them on institutional strengths and deficiencies relative to peer institutions. It is then time to develop an institutional master plan to identify the institution's goals and how it hopes to achieve them. Naturally, the president or chancellor must take an active role in this planning process. He or she should prescribe its scope and timetable, articulate the institution's potential in light of the position statement, select a highly regarded senior colleague who has the interest and competence to manage the planning process, and identify key people who will participate in the process. The president's job is to present the plan, usually with the help of senior colleagues, to the board and other constituents.

It is common for colleges and universities to mistake "divisional planning" for master planning. If the individual schools or other functional units of the institution are developing plans without engaging one another in the process, the product will be several stand-alone plan-

ning documents that will be of little use in supporting a comprehensive campaign. Although each institution will take into account its unique structure in determining which functional units participate in developing the master plan, the following ordinarily do so.

Academic program—teaching and research faculty, all learning-resources components, libraries, academic computing, academic records, and institutional research.

Student services—residence life, student organizations, and such student-support services as dining, recreation, counseling, and athletics.

Fiscal services—physical-plant management, human resources, legal services, endowment management, budget planning and control, and contracts.

Enrollment management—student recruiting, admissions, scholarships, and financial aid.

Institutional Advancement—fundraising, alumni relations, family relations, publications, and communications.

The senior administrative officer of each functional unit should lead the planning team for his or her area. Each team should be composed of people who understand the characteristics and outcomes identified in the position statement and who can relate planning within their respective program areas to the overall goals of the institution. The most effective teams have fewer than ten members, and they include representation from students, faculty, administrative staff, and support staff.

The following example outlines how a school within a university might formulate its part of the master plan. For each component, the team should describe the characteristics and outcomes it envisions for the next ten years. (An institutional master plan for a mythical Upstart University appears on pages 25-29.)

- **Nature of the institution** (as well as its values, in keeping with the mission statement)
- **Educational Program**
  1. Curriculum that
     a) Is designed to equip students to...
     b) Includes opportunities for professional development...
     c) Promotes research and experiential learning...
  2. Noncurricular programs
     a) Public lectures, concerts, exhibits, productions
     b) Athletics
  3. Special opportunities
     a) Career services
     b) Study abroad
     c) Distance learning
- **Learning Resources**
  1. Library holdings and programs
  2. Information technology
  3. Classrooms, laboratories, residential learning facilities
  4. Staff support
- **Faculty Resources**
  1. Faculty compensation relative to peer or aspiration group
  2. Teaching load
  3. Research and scholarship support
  4. Cultural, race, gender representation

- **Students**
  1. Geographic, economic, ethnic profile
  2. Academic interests and talents
  3. Academic achievements and success indicators
- **Public Perception**
  1. Regional and national recognition for quality of programs
  2. Service to community and society
- **Development and Fiscal Resources**
  1. Endowment
  2. Annual gifts and grants for current operations
  3. Contributions for improvements to physical plant
  4. Contributions for curriculum development and faculty development
  5. Employment services
  6. Staff development
- **Buildings and Grounds**
  1. New academic space
  2. Renovation of major facilities
  3. Enhancement of roads, parking, utilities

The team also must establish realistic goals that correspond to the characteristics and outcomes. For example, under the Faculty Resources component, a team might set a goal to compensate faculty at the 95th percentile among institutions within its peer group. Knowing from the position statement that it currently is at the 80th percentile and that it expects to hire a certain number of additional faculty ten years down the road, the team can estimate the cost and timetable for achieving this objective.

Once the team establishes realistic goals, the next step is to create a detailed assessment of the resources required to achieve each goal. This assessment is primarily an administrative function, conducted by senior officers with support from program officers. For example, the chemistry department of a college would submit its own planning document to the chief academic officer. The document would contain objectives aimed at achieving the goals of the master plan. As the president and senior staff evaluate the costs associated with achieving the goals submitted by the program-level teams, they will obtain input from the board and from internal and external constituents.

Which external constituents should senior officers consult? Local planning officials may have a great deal to say about the feasibility of a construction priority that has emerged from the buildings and grounds program team. Alumni, donors, and influential friends who benefit directly or indirectly from proposed projects are other examples of external constituents senior officials might appropriately contact.

When the institutional master plan is presented to the governing board for consideration and possible adoption, it should be evaluated primarily on the basis of two criteria: (1) its support of the institution's mission and (2) its concise description of the characteristics and outcomes that will characterize the institution when it has achieved the plan's vision.

Setting Priorities. It is fair to say that a comprehensive campaign is, in fact, a "strategic plan" of action toward the ultimate vision of the institutional master plan. Strategic plans accomplish the most important things first. Since even the most ambitious comprehensive campaign imaginable is unlikely to fund all of a master plan's goals, the president, senior administrators, and the board must develop a strategy to address the highest priorities. The assessment the president and senior staff provides to the board might assign each goal of the master plan the following priority:

- Highest Priority—Maximum strategic impact on overall quality of institution. Must be done in this campaign.
- Important Priority—Base or enrichment goals. Ideal if achieved in this campaign. May be deferred until after the campaign or the next campaign.
- Long-Term Priority—Needs further assessment and planning. May become featured priority of future campaign.

Each priority should have a cost associated with it as well as a list of benefits that help the institution achieve the goals of the master plan. It is often useful to think of priorities in the terminology of features and benefits. When a priority is funded, it becomes a feature of the organization.

As an example, let's suppose an institutional master plan goal for Upstart University is to increase its residential enrollment from 60 percent of students living on campus to 75 percent. To accomplish this, the university must add residential space for 180 students. Another goal is to provide diverse housing options for students. To achieve its goals, the plan calls for the university to build two residential facilities, on the basis of a feature-to-benefit analysis. Here's how it works:

Desired Benefit	Feature
To enrich cross-cultural learning, students from various cultural backgrounds live in a residential environment that fosters cultural exchange.	New residence hall for students interested in international, multicultural programs (90-student capacity).
Offer housing for seniors and juniors who desire independent living space.	Campus apartment complex to provide housing for 90 students.
Meet demand for greater percentage (75 percent) of students living on campus to strengthen academic and social campus community.	Campus housing for 75 percent of enrollment.

In achieving the institutional master plan goal for 75 percent residential enrollment, Upstart University also may achieve at least three other goals. In this example, the importance of the fiscal-services planning team coordinating its efforts with the student-services planning team becomes evident. Obviously, each program team should be aware of the progress of other teams as the planning process progresses.

Once senior officials have determined the costs associated with achieving the goals of the master plan, the institution

has the raw materials required to begin the process of setting goals for the comprehensive campaign. The priority-setting process is similar to the one used to develop the goals of the master plan.

In the example of Upstart University, the priority list the president and senior staff present to the governing board requires a funding total of $86.5 million in current dollars. The next step is to consult with key internal and external constituents. One effective method is to conduct focus groups—perhaps hosted by board members—to receive feedback on the list of priorities to help determine which ones are most likely to attract gift funding. Alternatively, the institution can conduct a simple survey to gather this information. Focus group participants and survey respondents should provide answers to three critical questions:

1. What are the top three or five most attractive funding priorities?
2. Would you rank a campaign that includes these objectives among your top priorities for giving?
3. How much do you think our institution can raise toward these priorities over the next five to seven years?

Answers to these questions will help the board and senior administrators rank priorities for the comprehensive campaign. The planning process does not end here, however. Even though an institution may have prepared an excellent master plan, and even if it has determined the costs associated with achieving its highest priorities, launching a comprehensive campaign without completing a thorough and well-documented feasibility study is foolhardy. The feasibility study (addressed on pages 11-17) provides solid evidence from key constituents about how much gift and grant support the institution can expect to secure during a comprehensive campaign. Such evidence is essential to the success of the comprehensive campaign.

The campaign committee is responsible for reviewing the results of the feasibility study and making recommendations to the full board regarding the goals, structure, and timetable for the proposed campaign.

A Culture of Planning. A culture of planning and achievement is a desirable asset the governing board and president establish and nurture. By now, the benefits of institutional planning for comprehensive campaigns may be obvious, yet a summary of the key benefits may be useful:

1. Measurable and visible progress resulting from campaign success assures enhancement of the product the institution delivers to its direct beneficiaries. There is really no other valid reason to launch a campaign.
2. Donors and other constituents see direct results of investments toward realization of the master plan.
3. Because everyone knows the priorities of the plan, individuals and groups can concentrate on achieving the goals.
4. The mission statement retains its integrity, while programs and facilities change to meet emerging needs of employees, direct beneficiaries, and other constituents.

Institutional Master Plan of Upstart University

I. Introduction
Who we are and where we are going.

II. Aims of the University
A "statement of direction" starts from the premise that it should be designed to implement the aims of the institution.

III. A Vision of the University
Must have a vision of what we want the university to become for us to guide it in that direction.

IV. Nature of the University
An undergraduate liberal arts institution committed to broad-based values-centered education.

A. An institution of the United Methodist Church.
B. Seeks to respond to needs of society and the church.
C. Upholds the integrity of the academic endeavor.
D. Insists on fairness and respect for human worth.
E. Administers its personnel and other resources effectively.
F. Graduates are able to succeed in higher education and enter successfully into business and professions with commitment to leadership in improving the human condition within the global community.

V. Educational Program
Upstart University offers:

A. A curriculum that

1. equips students with basic skills and exposes them to a variety of modes of thought and methodologies,
2. provides a range of liberal arts and science majors that allows undergraduate specialization,
3. includes opportunities for professional development,
4. promotes research and offers opportunities for experiential learning,
5. promotes international studies and studies abroad, and
6. is taught in classes small enough to allow maximum interaction and individual direction.

B. Programmatic opportunities for students to perform through writing, public speaking, concerts, recitals, exhibitions and theatre, intramural and nonscholarship athletics.

C. An out-of-class experience that

1. provides values-centered education of the whole person;
2. integrates the academic and residential program to foster a more intimate sense of community;
3. facilitates students' development of social competencies, career options, personal wellness, and appreciation for social interdependence; and
4. takes place in a challenging, secure environment where the uniqueness of each individual is respected and celebrated.

VI. Learning Resources

A. Library holdings.
B. Library services and operations.
C. Classrooms, laboratories, studios.
D. Equipment for curricular and out-of-classroom experiences.
E. Meeting rooms, consultation rooms, performance areas, recreational and student-activity facilities.
F. Residence halls.
G. Sufficient program resources and professional staff recruited and trained to support out-of-class experiences consistent with those offered by the best undergraduate liberal arts and sciences institutions in the country.

VII. Faculty

Upstart University will have a faculty

A. Whose members are recruited and retained in competition with the best undergraduate liberal arts and sciences institutions in the country in terms of compensation and teaching load;
B. Whose members operate as teacher-scholars and teacher-artists, committed to undergraduate education and with active professional lives complementing and reinforcing their educational activity on behalf of students; the institutional standard of six courses a year or its equivalent is intended, together with a faculty-development program, to promote the fulfillment of this expectation; and
C. Whose personal and cultural perspectives are seen as enriching the educational life of the institution and are diverse in terms of gender, race, and culture.

VIII. Students

Full-time equivalent student body to be 1,200 persons:

A. Who show promise of succeeding in the educational program of the institution;
B. Who bring economic, geographic, and ethnic diversity to the community;
C. Who bring different interests and talents to the community; and
D. Who are admitted without reference to financial need and whose presence is supported by a financial-aid program that

1. Provides, as nearly as possible, 100 percent of demonstrated need and
2. Provides non-need, curriculum-related scholarships.

IX. Public Perception

Upstart University will present itself on the local, regional, and national level

A. As an institution known for the excellence of its educational program, service to society, and the high achievements of its graduates and
B. In such a way as to make it possible for the university to draw a high level of support from alumni, friends, foundations, corporations, and the church.

X. Development, Fiscal, and Human Resources

The university will support the strong educational program advocated by this document by

A. Attracting additions to the endowment and investing same for capital growth;
B. Increasing annual gifts for current operations;
C. Establishing student charges on an annual basis, commensurate with the quality of its educational programs;
D. Facilitating educational programs worthy of national recognition with gifts and pledges required to provide improvements to the existing physical plant;
E. Continuing to seek additional gift and grant resources from national and international funding agencies for specific program development and program enrichment;
F. Employing a staff of competent, productive, and service-oriented persons committed to the goals of the university and to enhancing the university experience of students; and
G. Applying sound personnel-management principles and maintaining personnel policies and benefits that promote productivity, innovation, and further development of staff skills and expertise, while contributing to the work life on campus.

XI. Plant and Grounds

Upstart University will provide efficient and attractive educational facilities that meet the needs of its program, especially by

A. Creating new academic space,
B. Renovating and expanding some of its major student-life facilities, and
C. Expanding present facilities and modifying campus infrastructure where needed.

XII. Goals for Achieving the Vision

To realize this vision, the university will pay special attention to the following goals:

A. Faculty
   1. Recruit and retain a faculty in competition with the best undergraduate liberal arts and sciences institutions in the country in terms of compensation and by maintaining a maximum teaching load of six courses per year.
   2. Maintain an appropriate faculty-to-student ratio.
   3. Recruit and retain a faculty and staff with gender, racial, and cultural diversity.

B. Students
   1. Attain an annual student enrollment of 1,200 students who show promise of succeeding in their program.
   2. Maintain economic diversity within the student body by providing, as nearly as possible, 100 percent of demonstrated financial need.
   3. Contribute to the vitality of the university through the presence of students of special talent and ability, by providing non-need, curriculum-related scholarships.
   4. Recruit and retain students from groups underrepresented on the Upstart campus.
   5. Include among the student-affairs staff professionals dedicated to facilitating students' spiritual growth and experiential learning possibilities, the latter especially through community volunteerism.
   6. Increase residential capacity.
   7. Increase the retention-to-graduation rate of full-time entering first-year students.
   8. Maintain a high level of support for the library.
   9. Complete the following projects [...].
   10. Secure gifts for renovations and additions to the physical plant.
   11. Develop and employ written gift policies for the acquisition, conversion, and stewardship of valuable cultural property.

XIII. Achievements

A statement of achievements at the end of a master plan document serves to affirm an institution's standing in relation to its aspirations. These achievements may include the following:

A. Recognized Programs
B. Distinguished Faculty
C. Accreditations
D. Academic Consortia
E. Learned Societies (Phi Beta Kappa and others)
F. Endowment
G. Enrollment
H. Operating Budget
I. Other

Comprehensive Campaign Structure and Budget: Before, During, and After

JAKE B. SCHRUM

As a member of a governing or foundation board you most likely will ask your institution's chief executive or chief advancement officer many questions about a proposed comprehensive campaign. Two questions should be foremost: (1) How will all of the boards and foundations related to your institution work together to provide a seamless structure for campaign activities? (2) Does your institution have adequate funds not only to ensure successful efforts before, during, and after the campaign, but also to provide the necessary incentives to fuel an ongoing, dynamic advancement program? First, let me suggest some ideas about structure.

Comprehensive Campaign Structure. The key to structuring a successful comprehensive campaign for either a public or an independent institution is to ensure that all boards and committees with a stake in the campaign also have ownership in the plans, goals, costs, solicitations, and accomplishments of the campaign. This process starts with the governing board and involves all of the subsidiary or auxiliary boards and committees that must play a role in planning and executing the comprehensive campaign. For instance, a public institution may have a board of regents appointed by the governor, a board of visitors appointed by the institution's president, and a foundation board elected by the alumni of the institution. All three boards must have a sense of ownership of the campaign.

Consequently, key members of each board should be on the committees that assess the needs of the institution and gauge its readiness to conduct a major comprehensive campaign. In addition, it is crucial that representatives of every board are on the campaign steering committee so that prospect research, gift solicitation, and the success of the campaign is shared equally by all who have a stake in the institution. Giving a role to

every board with a stake in the comprehensive campaign is a compelling idea, yet some multifaceted institutions with several different boards have found it difficult to ensure the full participation of all constituents in the planning and implementation of a comprehensive campaign.

Again, to ensure genuine participation by all of the institution's boards and committees, the institution's chief executive must be certain each important campaign committee has representation from each official group with a stake in the campaign and in the future of the institution. This important step allows wide participation and increases the likelihood of greater ownership in all campaign decisions. Moreover, it provides the opportunity for everyone to share the accomplishment of a successful comprehensive campaign. The organizational charts that appear on pages 36 and 37 present models that are appropriate for many institutions.

Budgeting for the Campaign. It is not unusual for a trustee to ask the following questions: How will our institution pay for our comprehensive campaign? What should it cost? How will our institution maintain campaign momentum once the major effort is over?

Comprehensive campaigns, most of which last at least five years, often are expensive. Institutions must hire new staff, produce brochures, pay for plans, envision and implement a kick-off event, print various campaign materials, hire consultants, and hold a celebration at the end of a successful effort. Although some of these items might not be a part of every comprehensive campaign, most institutions will have considerable expenses related to these activities.

Comprehensive campaign budgets should supplement the budget of an already healthy and aggressive fund-raising program. Although there is no definitive answer as to how much a comprehensive campaign should cost, a good rule of thumb is that 2 percent to 3 percent of the campaign goal is a good starting point to develop a comprehensive campaign budget. This means that a strong and active development staff attempting a $100 million campaign should have a campaign budget of $2 million to $3 million. This amount is in addition to the institution's regular fund-raising budget and should cover new hires, brochures, campaign events, and other expenses related to the comprehensive campaign.

However, if the institution's fund-raising program is new and untested, and if staff members are fairly new at their work, then a more generous campaign budget is necessary to ensure a successful effort. A helpful budget guideline for a fledgling fund-raising program is 4 percent to 6 percent of the campaign goal or $4 million to $6 million for a $100 million comprehensive campaign.

Obviously, this number will be different for every institution. In some cases, a larger budget may be necessary to accomplish tasks specific to the institution. Moreover, some institutions can raise significant resources without spending even 2 percent of the campaign goal. Remember, the most important questions trustees should ask about the budget are (1) How will funds be spent? and

(2) To what extent can the yearly fund-raising budget handle the work of the comprehensive campaign? A seasoned advancement staff should be able to answer these questions.

Now, let me suggest a few ideas about budgeting for fund-raising efforts after the comprehensive campaign concludes. A comprehensive campaign should produce a significant amount of new dollars the institution can use to fund its highest priorities. If the campaign succeeds, the institution certainly will want to continue to support a fund-raising program that can extend the momentum of the comprehensive campaign into a regular, habitual pattern of raising money at the new and increased level of giving. For instance, an institution that was raising $15 million per year before the campaign that garnered $25 million per year during the campaign will want to sustain this new level of giving.

In the last year of the campaign, however, most institutions simply cannot add sufficient funds to the budgets of their advancement operations to sustain the efforts that contributed to the success of the comprehensive campaign. To accommodate, several institutions have adopted the following model:

In years two through five of a five-year campaign, deposit one-fourth of the entire campaign budget into the operating budget. Following the campaign period, all of the increased campaign expenses will have been built into the operating budget. It is sometimes difficult for an institution to be disciplined about this, but doing so can mean success or failure for the institution's post-campaign development efforts.

Funding the Campaign Budget. The challenge of finding the money to fund the campaign budget would be simple if one or two major donors agreed to pay all expenses of the campaign. Likewise, if most donors gave totally unrestricted gifts, then the board could decide to pay campaign expenses from their gifts. Unhappily, neither of these situations usually occurs. What many institutions do is *gently* tax each gift to the campaign—no more than 5 percent of each gift. Therefore, if a donor gives a $5 million gift, then up to $250,000 of the gift might be used for campaign expenses. Before an institution attempts to impose this "gift tax," it must explain its reasons for doing so at the beginning of the campaign, in all of its campaign literature, and perhaps even on the pledge cards. If a donor is adamantly against this concept, then the institution might be advised—on a case-by-case basis—to take the gift and waive the levy.

Most likely, through a combination of unrestricted gifts, institutional funds budgeted for the campaign, and additional funds from the *gentle* levy or tax, every institution can find a way to pay for the reasonable expenses of a comprehensive campaign budget. All of this assumes that the advancement staff has presented a budget that is inclusive, reasonable, and has a good chance of ensuring a successful effort.

The key to all of this is to fund the campaign in a way that is sensible and above reproach. If what your institution is doing can appear, without embarrassment, in the headlines on the front page of your local newspaper, then it is probably safe to say the practices are in the best interests of the institution.

Major Components of Most Budgets. Board members should approve a comprehensive campaign budget that funds reasonable costs over the campaign time frame. The board may want to ask the chief advancement officer for a list of the major components of this budget. It is important to distinguish which costs are additional owing to this special campaign effort; it may be possible to discontinue some of these endeavors at the close of the campaign. Likewise, board members will need to know which costs are associated with moving the institution's advancement program to the next level of activity and success, using this campaign as a catalyst to do so. Here then are the major components of a comprehensive campaign budget:

- **Campaign Counsel.** One chapter of this book, beginning on page 43, discusses matters relating to outside campaign counsel. Hiring a consultant might affect staffing patterns of the campaign; if you choose not to hire outside counsel, your campaign instead might need to hire staff with broader experience and more savvy.
- **Staffing Requirements.** Regardless of the decision on hiring an outside counsel, most campaign efforts require additional staff. Some personnel will remain after the campaign period has ended in order to sustain the momentum created by the campaign. The chief advancement officer will know which personnel should and should not stay at the end of the campaign. The salaries and benefits of those who remain must be built into the regular budget of the advancement office. Here are the various types of personnel the campaign effort will need:

Research staff. These persons will gather the information needed to let solicitors, paid or volunteer, know as much about the prospect as is reasonable and prudent. Every sophisticated campaign effort has one or more persons who research prospects.

Gift processing and acknowledgement. A major campaign effort demands expert gift accounting and acknowledgement. Donors must know that their gift has been recorded and is being used for the intended purpose. All donors must receive an acknowledgement that their gift is appreciated.

Stewardship. Every effective campaign operation has a person (or team of individuals) who is responsible for stewardship plans for major donors. To these donors, a warm note or letter of appreciation is inadequate in expressing the institution's gratitude. For these major donors, stewardship personnel fulfill their duties in a comprehensive campaign by arranging dedication ceremonies, plaques, and major newspaper stories.

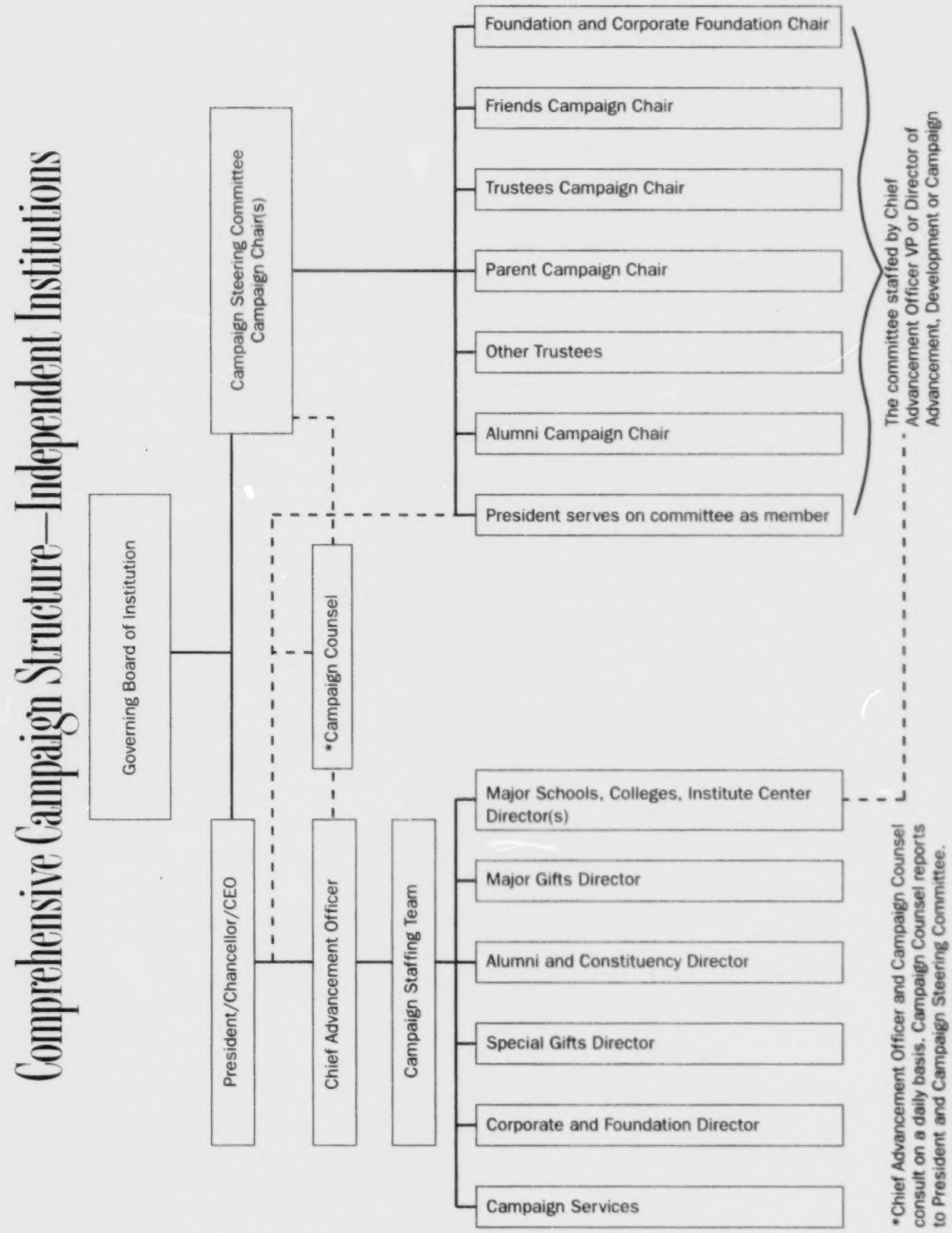
Communications personnel. These individuals prepare a wide range of campaign materials. Examples include pledge cards, case statements, brochures, videos, compact discs, Web sites, scale models for facilities, and advertisements. Communications personnel also handle media coverage. In all instances, if a staff member does not have the expertise, he or she will find an outside source or ask campaign counsel to suggest one.

Constituency relations. Some people may need to be hired to cultivate alumni, parents, and other friends of the institution. Every constituency related to the

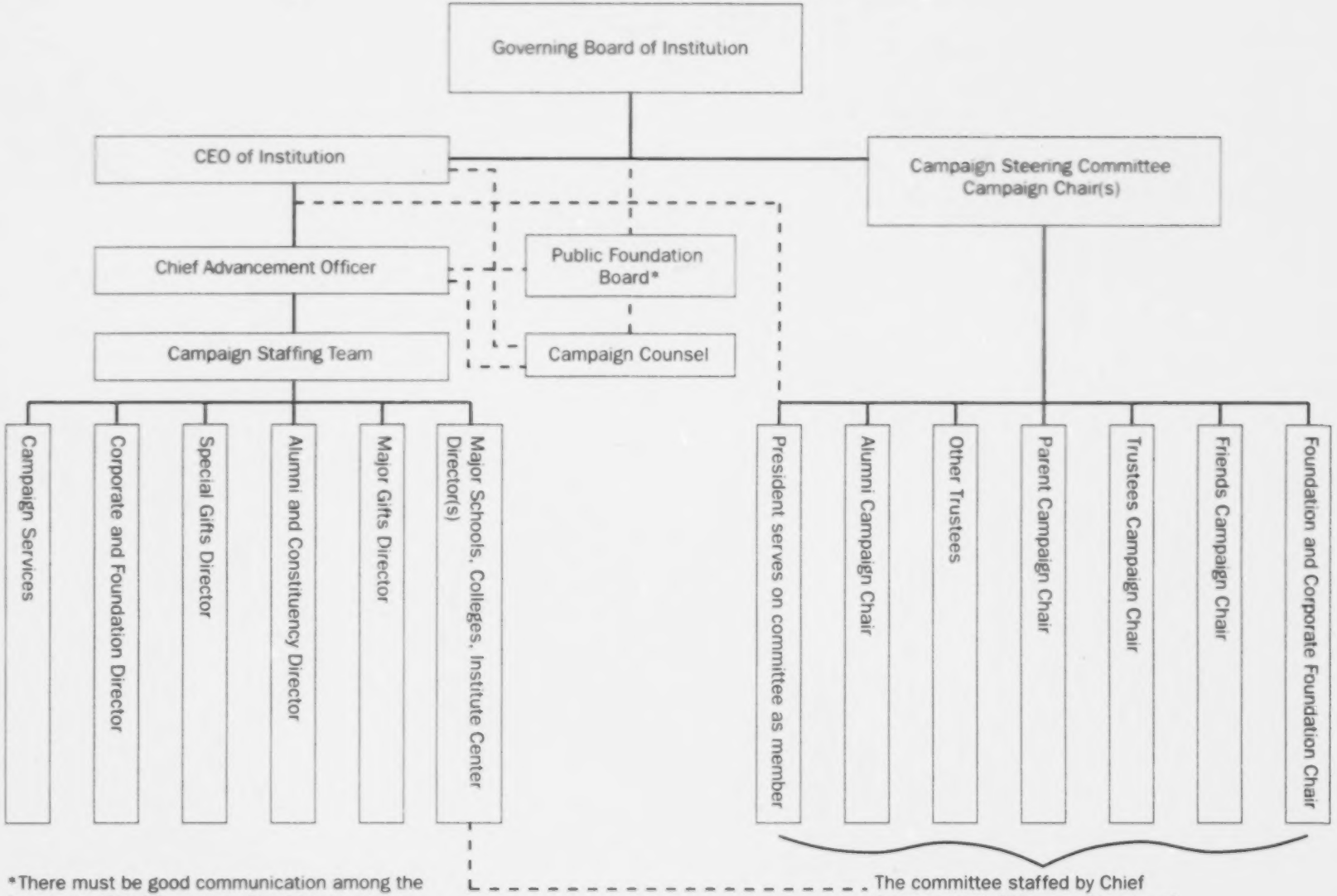
institution will need to be contacted with a request related to campaign priorities and goals. Whether by letter, phone call, or a personal solicitation, these individuals will contact parents, alumni, members of advisory and other boards, faculty, staff, and students to give them the opportunity to contribute to the comprehensive campaign. Constituency-relations personnel help to inform and cultivate these potential donors.

Fund-raising personnel. Most major comprehensive campaigns require additional fund-raising personnel. These are the staff members who coordinate the fund-raising appeals, design the solicitations, work with volunteers who solicit gifts, and support the efforts of the chief executive and board leadership who solicit gifts. These individuals also solicit gifts themselves.

- **Travel and Expense Accounts.** Some personnel responsible for cultivating and soliciting support will need a travel and expense budget. Sometimes their work will require memberships in professional, civic, and social clubs. Courting major donors often requires establishing relationships outside the office or business setting. This expense is part of the cultivation process, which for most major donors takes at least two years or more.
- **Campaign Activities and Special Events.** Every successful campaign mounts substantial events that set the stage, enhance the effort, and celebrate the achievement. These occasions require exquisite planning and reasonable resources to be successful. They should be a part of a comprehensive campaign budget.
- **Capital Expenses.** Staff members require office space, office equipment, technology support systems (computers, printers, and fax and photocopy machines), and other capital expenditures to support a high-quality work environment. Sometimes, the purchase of automobiles and cell phones are necessary to get the job done. When funds are available to remove the roadblocks to success, then campaign staff members have no excuses for failure.


Comprehensive Campaign Structure—Independent Institutions
Governing Board of Institution
Campaign Steering Committee
Campaign Chair(s)
Foundation and Corporate Foundation Chair
Friends Campaign Chair
Trustees Campaign Chair
Parent Campaign Chair
Other Trustees
Alumni Campaign Chair
President serves on committee as member
The committee staffed by Chief Advancement Officer VP or Director of Advancement, Development or Campaign
*Campaign Counsel
President/Chancellor/CEO
Chief Advancement Officer
Campaign Staffing Team
Major Schools, Colleges, Institute Center Director(s)
Major Gifts Director
Alumni and Constituency Director
Special Gifts Director
Corporate and Foundation Director
Campaign Services
*Chief Advancement Officer and Campaign Counsel consult on a daily basis. Campaign Counsel reports to President and Campaign Steering Committee.

Comprehensive Campaign Structure—Public Institutions



*There must be good communication among the foundation Chief Executive, Chief Advancement Officer, and the foundation's advancement staff.

The committee staffed by Chief Advancement Officer, or Director of Advancement, Development, or Campaign

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Achieving Trustee Ownership

BY PHILIP G. MAZZARA

I received my first lesson in trustee ownership of a comprehensive campaign in the first campaign I ever managed. It was Marietta College's first such effort in l6 years, and the board was discussing the campaign goals. Most members thought the proposed five year, $10 million goal was too low; more endowment was needed for student scholarships.

The president, campaign chair, and I thought the goal was a considerable stretch. The college had raised more than $l million in a single fiscal year only three times, and it had not done so recently. Yet the board was about to commit itself to raising $2 million a year for five consecutive years. The board chair asked the campaign chair if he thought we could handle an additional $2 million, doubling the original goal for endowed scholarships. The campaign chair responded affirmatively. The board then voted to authorize the $12 million goal.

I broke into a cold sweat. I saw my career in fund-raising ending almost before it started. The board chair saw the panic in my face and said before the entire board, "Don't worry Phil. We won't let you fail."

And they didn't. Five years later, gifts and pledges to Marietta College had topped $15 million largely because of the board's leadership as donors and volunteers. They owned the college's campaign. These trustees understood their critical role in the campaign because they also had been actively engaged in the development program. They led in gifts to the annual fund, and they were active in the college's planned-giving program.

Involvement in Development. Development is not just the business of development officers or the development committee; it is the business of each member of the board. All trustees, whether in independent or public insti-

tutions or systems, will be expected to play an active role in fund-raising before, during, and after a comprehensive campaign.

Surely, the person or team who recruited you to the board will have discussed what is expected of you in terms of development. In the days before the three Ws were forever linked to "dot com," they stood for "wealth, wisdom, and work." Trustees are expected to contribute each.

In fact, fund-raising gives trustees a mechanism for authentic involvement in the institution. John W. Pocock, author of the AGB book *Fund-Raising Leadership,* said, "Fund-raising is the one major activity in which trustees step beyond their policy and oversight roles and become active players."

Echoing that, Fisher Howe, who wrote *The Board Member's Guide to Fund-Raising,* said with a Trumanesque twist that "fund-raising is often the most vital and inescapable [of trustee responsibilities]. The buck starts and stops with the board. Members must be fully involved."

And rightly so. Arthur C. Frantzreb, a consultant in philanthropy and a prolific writer and speaker, goes further. He says no board has a right to approve an institution's budget that requires philanthropic support and not give personally. "Trustee giving," wrote James Gregory Lord, author of *The Raising of Money,* "is an expression of leadership."

Trustee Recruitment and Orientation. Board ownership of the comprehensive campaign really begins during the trustee recruitment process and continues through board orientation and during all phases of the campaign. All individuals considered for board service should be aware from the outset of the institution's basic expectations for them—including all responsibilities related to fund-raising.

Naturally, board candidates must be alerted to plans for a comprehensive campaign. The recruitment process provides a golden opportunity to engage potential trustees in a frank discussion about fund-raising and other board responsibilities and to address any questions or concerns. It also enables the institution's president, board chair, or chair of the committee on trustees (nominating committee) to get a sense of a candidate's commitment before formalizing the invitation to serve.

A formal board orientation session, conducted under the auspices of the committee on trustees, provides an additional opportunity to clarify institutional plans, including intentions to launch a comprehensive campaign (or to provide details of an ongoing campaign). If well structured, such a program can put new trustees at ease and quickly make them feel part of the board's work. As new trustees become better informed about institutional plans and priorities, they are more likely to be enthusiastic about their advocacy on behalf of the institution. Feeling comfortable about their fund-raising responsibilities is a prerequisite for successful volunteer involvement in a comprehensive campaign.

Training (including role playing) should be part of how the board increases its commitment to the campaign. Advice and practice in the art of cultivation and solicitation are essential. And

the board's development committee or the campaign committee should regularly review the specific funding priorities of the plan.

Trustees also must be confident that the background information about prospective and current donors prepared by the development staff is first rate. This information will prepare them to advocate on the institution's behalf and give them a greater sense of ownership and enthusiasm for the campaign effort. No comprehensive campaign will succeed without the active and enthusiastic participation of a board that understands the importance of the effort and its responsibility for the campaign's success.

Sharing a Vision. In many respects, the successful comprehensive campaign really begins with a president's vision for the institution. At a board retreat in 1987, James T. Laney, then president of Emory University, shared his vision for the university in the year 2000. Soon after, in an address to the Emory faculty, he took stock of the university's growth and momentum, then spoke of what he thought the institution should aspire to be.

He told the faculty that "the senior officers of the university have spent several days with our trustees to inform them and to win them over to a more ambitious, spacious, vision of Emory—in short, to energize them with a renewed ambition of what might be possible in our university."

In addition, Laney said he had spoken personally with individual trustees and other key supporters of the university "to help them see Emory as we see it: an institution with much to be proud of, much yet to do, and a real prospect of being able to do it, if we plan wisely and well."

He was sharing his vision and building authentic ownership of it. Two years later, following much institutional planning, we launched a five-year, $400 million comprehensive campaign. By then, each of the university's constituencies had developed a sense of ownership of the vision and an understanding of how the campaign would help Emory reach its aspirations.

The early conversations with the board and other constituencies were to obtain "buy in" of the new vision. At that point, the conversations were not coupled with the dreaded phrase, "And of course we'll need a comprehensive campaign to fund it." There are risks in presenting the vision and the "bill" to pay for it at the same time.

Developing the Case and Goals. The importance of institutional planning is covered in other chapters of this book. If prospective donors are unconvinced that a proposed campaign will advance the institution, they are likely to be unresponsive to requests for donations. Trustees can help lay the proper foundation for a successful campaign by participating actively in the strategic-planning process.

Following President Laney's "Emory 2000" speech, the university engaged in nearly two years of long-range planning. The process involved hundreds of faculty and administrators from throughout the university. If Laney's speech established the university's aspirations, the long-

range plan described what it would take to reach them. From his "vision" speech came the campaign's case for support; from the strategic priorities came the campaign's goals and objectives.

In an article in *CASE Currents* magazine nearly 20 years ago, Robert E. Nelson wrote that "leaders of giving constituencies and major prospects will feel no sense of ownership...unless you have sought their suggestions early in the plan's development and invited them to review the finished document." The campaign committee should share the case for support with trustees and key leaders in draft form so that these "insiders" can offer input and advice and help shape the campaign. All of this is important in developing their ownership.

Is It Feasible? The president has charted a vision. The various constituents have contributed to the planning process. The board knows how much the institution needs and why. But does anyone really know how much the institution can raise in a comprehensive campaign? Probably not. The board should insist on a reality check—a feasibility study conducted by a neutral, unbiased outside consultant. The study will help the board better understand the extent to which the donor market shares the president's vision and how well it will support the institution's funding needs. (Additional information about the feasibility study appears in on pages 11–17.)

A feasibility study can do more than simply test a dollar goal. "It's a very effective way to listen to and involve people who will be crucial to the success of the campaign," according to Lord. An important byproduct of the feasibility study is its usefulness in garnering "ownership" of the campaign by board members and other key contributors.

The campaign committee should interview prospective consultants for the feasibility study, and the board should authorize the selection of the appropriate individual or firm. It is the consultant's job to interview most (if not all) board members, along with other key supporters. The feasibility study will show if the board is enthusiastic about the proposed campaign, whether it has confidence in the president and the development team, and which trustees will provide leadership gifts and volunteer leadership. Sometimes it will reveal board fatigue with fund-raising, or perhaps it will discover that not enough time has elapsed since the previous comprehensive campaign.

Although the consultant's report may include information or recommendations designed to enhance the institution's visibility or strengthen its alumni-relations program, it also will recommend how the comprehensive campaign should be organized, funded, and implemented. Most important, the feasibility study will provide the board and campus leaders with a good assessment of how much the institution realistically can raise, over what period of time, and with what kind of leadership structure. From these recommendations the campaign plan will be developed.

Developing the Campaign Leadership. The comprehensive campaign plan, which the board will be asked to approve, may be simple or complex and

the campaign short or long. But one thing is certain: Everyone affiliated with the institution will look to the board members to set the example in making campaign gifts and providing volunteer leadership.

Trustees must support the campaign with 100 percent participation, and members must make commitments that others view as "stretch" or "sacrificial" gifts, regardless of the level. That is, regardless of the extent of their personal wealth, all board members can show others they have stepped up to the plate. Stretch gifts by board members will raise the sights of other donors.

In most comprehensive campaigns, trustees serve on one campaign committee or another. The size of the institution and such factors as the maturity of the development program and the nature of the school's mission will determine whether the committee structure should be simple or complex. Not every board member will be comfortable or effective asking for money, of course. Seasoned volunteer fund-raisers will be asked to serve on a solicitation committee, for example. Regardless, only essential committees that can be well staffed should be established. Examples of such committees include leadership gifts, major gifts, the corporate committee, and the national alumni campaign.

Trustees with the most "clout" or "calling power" may be asked to chair or cochair the overall campaign. Others may serve on the campaign steering committee or executive committee. This committee establishes campaign policies and procedures, revises campaign goals and objectives, approves the final case for support as well as the campaign budget, and of course, solicits leadership gifts.

Every governing board member should engage in some volunteer capacity in the campaign. Trustees who are uncomfortable soliciting gifts can play important roles by opening doors or hosting functions to introduce prospective donors to the campaign.

The more enthusiasm for and ownership of the campaign board members can demonstrate, the more likely the campaign will succeed. A board truly achieves ownership when all trustees share and embrace the president's vision, when they are engaged in the strategic-planning process and the establishment of institutional priorities, and when they are "preconditioned" for a campaign. By the time the board votes to authorize a campaign, trustee ownership and enthusiasm should be at a peak.

Selecting and Using Professional Consultants

BY FREDERIC C. NAHM

Structuring an effective professional consulting relationship and selecting the most appropriate counsel are two important aspects of comprehensive campaigns. Because institutions vary greatly in their purpose, organizational structure, and level of fund-raising expertise, there is no single "right way" to perform these tasks. However, making the right decisions for your institution may lead to a substantially more effective comprehensive campaign.

Professional consultation represents a significant investment of time and money. The better you understand the options, the more confident you will be that you have invested wisely. What types of consulting arrangements are available? How can your institution assess which type of arrangement best fits its needs? What is the board's role in selecting and using consultants? What are the most common mistakes made in consulting relationships?

College and university officials typically expend much care and effort to hire and organize staff to lead and implement a comprehensive campaign, but some of us tend to choose consultants for the most superficial reasons. We have worked with a certain individual in another setting, or a friend or colleague recommended a specific consultant. Perhaps a consultant has worked with another institution with which we like to compare ourselves. Although these are not insignificant reasons to consider, they should not be the primary ones.

Before engaging external consultants for a comprehensive campaign, the board and senior staff should address the following fundamental questions:

Why engage a consultant in the first place? Just as the bare spot in our yard isn't apparent until a visitor points it out, a fresh outside perspective often can help those most closely involved in even the best fund-raising programs. A fund-raising professional who has experience

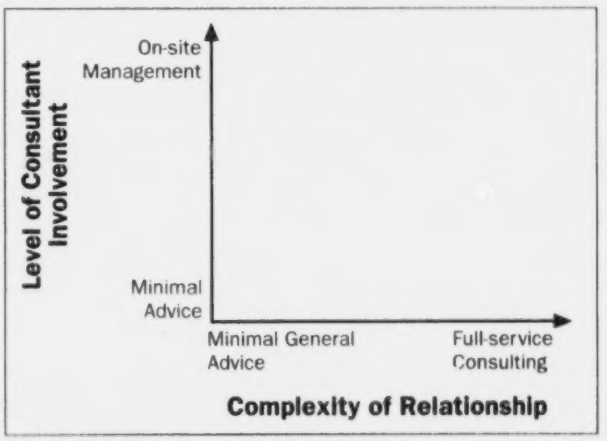
working with similar institutions can be especially useful both by serving as a reality check for the existing fund-raising program and by contributing new expertise. Depending on the level of maturity of the institution's fund-raising program, a consultant may affirm some current initiatives and plans, suggest changes in other programs or strategies, or recommend adding some new approaches. As an institution moves from an annual fund-raising approach to a comprehensive campaign, an external consultant can help plan and implement a variety of necessary changes.

Some colleges or universities have an additional reason for engaging a consultant. If an institution currently is experiencing a fund-raising leadership void, an adept consultant often can help the board and the institution's chief executive bring stability to the fund-raising program, provide short-term direction, and recruit strong and effective new leadership.

What types of consulting arrangements are available? It is not an exaggeration to say consulting arrangements are available to match any conceivable institutional need. Perhaps the best way to view the infinite variety of arrangements is to construct a matrix with two primary variables: (1) the extent to which the consultant will be involved in the on-site management of the comprehensive campaign and (2) the number of fund-raising tasks the consultant will be expected to address within the broad context of the overall campaign.

Some consultants specialize in on-site management of campaigns. This approach will interest institutions that are unable to invest in or attract experienced professional staff leadership. Other consultants are excellent at providing regular assessments and advice to an institution's fund-raising staff, its institutional leadership, and the governing board at intervals ranging from weekly to biannually.

The complexity of the consultant's task can run the gamut from the simple to the sophisticated. It may include full-service consulting—such as developing and conducting a feasibility study, prospect identification, electronic screening, major-gifts prospect strategy, planned-giving counsel, case statement design and production, volunteer training, board presentations, event planning and coordination—or a one-on-one, general adviser's relationship with the chief executive or chief development or advancement officer.



It is important to note two points regarding the matrix. First, although it is unlikely that a consultant would provide on-site management and minimal general advice or minimal advice and full-service consulting, it is not impossible to have these types of relationships. Much depends on the institution's level of

staffing in the support areas. And second, most consulting relationships change over the duration of the comprehensive campaign.

How can an institution assess which type of consultant represents the best fit? Two points are important in considering this assessment. First, an institution's initial needs may not remain paramount as the comprehensive campaign unfolds. For example, at the outset of the campaign, an institution may need a consultant to provide a high degree of leadership, but an advisory function might become more appropriate after an individual has been recruited or a staff member promoted to the leadership role. Similarly, an institution might need full-service consulting to accomplish a number of outsourced tasks; once these are completed, the relationship may become more advisory in nature. An ability to predict an institution's evolving needs will help officials select the best consultant for the duration of the campaign. Changing consultants midstream generally is unwise.

Second, it is crucial to involve representatives of the board, senior institutional leaders, and fund-raising leaders in assessing the consulting needs. Such leaders often have different views, and it is important to reach a consensus before moving forward.

Other considerations are important as well. What will be the budget for consulting services? Will the institution consider regional consulting firms or national ones as well? Is a large, full-service firm appropriate, or will a small firm that employs a familiar consultant who has experience with similar institutions work best?

What type of selection process will result in a successful consulting relationship? After key trustees, senior administrators, and fund-raising leaders define the institution's needs, they then can identify consulting firms with proven track records. If consensus on the type of consulting relationship remains elusive, it may be helpful to ask a team of two or three respected fund-raisers from similar colleges or universities to review the institution's fund-raising program and to make a recommendation on consulting needs. If necessary, one of these outside examiners could be selected by the board, one by the institutional leadership, and one by the fund-raising leadership. Another approach is to ask the professional fund-raising association with which the institution is associated for recommended evaluators.

Once the institution's consulting needs have been established, a written description of those needs should be developed into a formal request for proposal. This document should include an objective appraisal of the consulting needs, a full description of the proposed scope of the comprehensive campaign, and clear and concise expectations of the selected consultant's performance. This process should be treated the same as the development of a position description for a senior executive in the organization.

Next, the leadership team can begin to identify prospective consultants through referrals from colleagues at similar institutions, professional associations, and other organizations in the region. Board members who have been involved in campaigns for other organizations can

be particularly helpful in identifying leads.

The leadership team should assign someone—the chief development or advancement officer, for example—to call the identified firms to discuss the institution's needs and expectations. Firms that express an interest should receive the request for proposal with a letter stating only two or three will be invited to make formal presentations. Consulting firms are more likely to be responsive if they know only two or three will be given a chance. They realize the odds are better of winning a contract if they can be certain they'll be among a small group of firms presenting formal bids.

After reviewing preliminary proposals, conducting additional conversations to clarify any issues, and checking references, the leadership team is ready to consider the formal presentations. If possible, these presentations should occur on the same day in a convenient location with all members of the leadership team in attendance. The team will do a better job if members have prepared an interview protocol so all firms are asked the same questions. After the presentations, the team should meet while impressions are fresh to select the winning firm.

Often, such decisions are based largely on chemistry and fit. Each firm that has given a formal presentation will have the professional expertise and resources to do the job. And their preliminary proposals will stipulate their fees, so there should be no surprises in this area. So how do you judge chemistry and fit in an hour-long presentation? The same way you would assess a candidate for a full-time staff position. Remember, the consultant you choose will be working with you for five to ten years, longer than the average tenure of most senior-staff members.

What should the institution expect of the consultant? Most important, consultants should be honest, candid, and discreet. They should treat everyone on the leadership team openly and in the same way. They must be extremely knowledgeable about the best practices in comprehensive campaign fund-raising. They should be good listeners and deft at asking questions about the institution's programs and plans. Good consultants not only will identify problems but also will offer solutions. They are highly organized and will help campaign officials stay on task.

With regard to creativity and innovation in programming, the best consultants will act as counterpoints to fund-raising staff leadership. For example, if the staff has developed a highly innovative or speculative plan, the consultant should play the conservative role and ask questions designed to elicit more cautious or calculated actions. On the other hand, if planning is "business as usual," the consultant should offer innovative suggestions that might spur some risk taking.

The role of an on-site consultant who is managing the comprehensive campaign is somewhat different. Such consultants should be expected to perform as if they were permanent members of the staff, and the leadership team will evaluate the day-to-day performance of operational consultants differently from that of advisory consultants.

What should a consultant expect of the client? No consultant, regardless of his or

her experience and abilities, can perform successfully if treated as an outsider. The leadership team must communicate regularly with the consultant between visits, ask candid questions as difficult issues arise, and offer weekly updates on all activities. Usually, it is best if one person on the fund-raising staff is the liaison to the consultant.

Just as candor is a critical element in the consulting relationship (after all, if you pull punches with a consultant, how can you expect to receive good advice?), it is important to avoid using a consultant to play out philosophical or personal differences within the institution. The consultant has been hired to provide specific expertise in planning and executing a comprehensive fund-raising campaign, not as a conflict-resolution mediator or psychologist.

Finally, consultants must have as much information as possible about the institution's fund-raising program. Respect the professionalism and confidentiality of your consultants and share even the most sensitive prospect-activity information. Mutual trust always must be evident.

What is the role of the governing board in selecting and using consultants? The governing board has a central role in assessing an institution's fund-raising program, the long-term needs the comprehensive campaign will address, and in structuring and selecting the appropriate consulting relationship. In contrast to their role in most other areas of institutional operations, board members are intimately involved in many aspects of fund-raising. Their involvement reinforces the planning and implementation of a comprehensive campaign.

However, once a consultant is selected, the board's role changes from joint participation with the institution's staff leadership to review and oversight of program, planning, and progress as presented by staff and consultant. Similar situations occur when a board selects investment managers and external auditors and then reviews and analyzes their performance.

What are the most common mistakes made in consulting relationships? Missteps can occur during any working relationship, but the most effective consulting relationships avoid the following mistakes:

- Hiring consultants for the wrong reasons and then discovering that they are unable to meet institutional expectations. Remember, match your needs with consultants' areas of expertise and then choose based on chemistry and fit.
- Using consultants as "window dressing" or "security blankets," not to substantially advance campaign planning and development. Open and thorough communication must occur if consultants are to make a difference. Although implementing a consultant's advice isn't always the best course of action, listening well to every recommendation increases the chances of making the right decision.
- Using consultants as go-betweens when internal communication is weak or as outlets for frustrations in the workplace. Hoping a campaign consultant will solve other problems can only diminish their effectiveness. In defining the fund-raising consulting relationship, think of the examples of legal counsel, external audit, or investment management as models.

• Failing to recognize changing needs for consultation as the campaign unfolds. This point is important not only as it relates to consultants but also to all aspects of campaign implementation, particularly with regard to staffing.

How can an institution assess and measure the effectiveness of the consulting relationship? In management, the most difficult task is to assess objectively the results of subjective business activity. This certainly is the case concerning the relationship between an institution and its fund-raising consultant, particularly in the context of a comprehensive campaign. How can a board evaluate a consultant's direct effect on raising more money, especially when many gifts probably had been cultivated long before the consultant arrived on the scene? And how can a board quantify a consultant's role in avoiding mistakes? Can staff and volunteers make a consultant look good? Or, for that matter, bad?

Trustee, presidential, and chief advancement officer oversight of the consultant is crucial to building a relationship with the consultant that will benefit the institution. Even though trustees have some contact with the consultant, which would allow them to make an evalutation, the institutional chief executive or chief advancement officer should conduct a more comprehensive evaluation on a regular basis, perhaps quarterly.

These are just a few examples of why judging the effectiveness of a consultant is a difficult task. There really are no absolute benchmarks or quantifiable analyses to make the job easier. In the end, it comes down to answering a simple question: Has the consulting relationship significantly enhanced the institution's ability to plan and implement a successful comprehensive campaign? Gathering feedback from board members, campaign volunteers, senior institutional leadership, and fund-raising staff and assembling a final report will help the institution prepare for its next campaign.

Consultants aren't the make-or-break ingredient in a comprehensive campaign, but they can be extremely helpful in assisting an institution as it attempts to reach its full fund-raising potential. To embark upon a comprehensive campaign without considering whether to engage a professional consultant is a mistake.

Trustees as Fund-Raisers

BY SUSAN B. GREEN

You've undoubtedly heard the crass description of a trustee's role in fund-raising: "Give, get, or get off." But substitute "goal setting" for the final "g," and there may be no need for a trustee to relinquish membership on the governing board. Goal setting. Giving. Getting. These are the roles for trustees as fund-raisers.

Goal Setting. In contemplating the goal-setting process of a campaign, it's easy to think only in terms of dollar goals. Yet inspired campaign leadership also is an essential ingredient in a campaign's success. Trustee responsibility for campaign leadership signifies to potential donors that the organization is well governed and merits their financial support. The campaign will need dozens, perhaps hundreds, of campaign volunteers to represent the institution's significant constituencies, but campaign leadership must reflect the highest level of the institution. Consequently, a trustee recruited by the chair of the governing board, with the help of the chief executive and chief development or advancement officer, should chair the campaign steering committee.

Comprehensive campaigns are scrutinized and criticized when they become donor-driven instead of need-driven. That is, focusing on raising funds at the expense of articulating and meeting institutional needs can lead to trouble. This unfortunate situation is far less likely to occur when the appropriate trustee leads the comprehensive campaign. By participating in strategic planning, publicly supporting the goals and objectives of the plan, understanding the institution's needs and history, and ensuring that progress is continuously evaluated, the campaign chair can articulate the importance of campaign and institutional goals and keep donors focused on them.

In his classic book, *Designs for Fund-Raising,* Harold J. "Si" Seymour introduces the Rule of Thirds: An institution

must raise about one-third of the dollar goal from the top ten gifts, another third from the next 100 largest gifts, and the last third from everyone else. As trustees match dollar goals with prospective campaign donors, it's useful to consider a corollary to the Rule of Thirds: At least one-third of each of the top two groups should be expected to come from governing board members. Because potential donors do not automatically sort themselves into such neat categories, it will be necessary to carry out a process for prospect identification and rating.

At a Harvard dinner in 1910, the following toast was proposed, "And this is good old Boston, the home of the bean and the cod. Where the Lowells talk to the Cabots. And the Cabots talk only to God." To do an effective job of prospect identification and rating, you must understand your own institution's Lowells and Cabots—who they are, their gift capabilities, their interests, and who can speak with them. This exercise must be highly confidential, and the discussion must be interpreted by campaign volunteers who have significant knowledge of the players. The role of trustees in this process is essential.

We all know people who somehow have enormous power over our decisions. Certain people inspire us, move us to action, and refuse to accept our protestations. These are the relationships trustees must identify and define for the peer-to-peer fund-raising demanded in a comprehensive campaign. The campaign steering committee should be composed of people who know and understand the peer relationships of a campaign's top prospects. But each trustee has a role to play in helping to identify additional similar relationships.

Trustee sessions for rating prospects may occur in groups or individually with the campaign chair. To encourage attendance, it may help to hold the session in a social setting rather than a business setting. Refreshments and fellowship can put people at ease while conducting this important task. Typically, raters will assess a list of prospects in various ways: the gift amount a prospective donor might be expected to give and the level that might be possible to give; the readiness of the potential donor to make the gift (currently, after minimal cultivation, or after intense cultivation); the strength of the relationship between the rater and the prospect; donor history to the institution and to other organizations; and suggestions about the most appropriate person to request the gift from the prospect.

In addition to determining which board members have the strongest relationships with prospective donors, trustees should carefully note the prospective donor's other interests. Has the prospect just announced a major gift to another cause? What are the prospect's business and family situations? What other campaigns are occurring in the community? Timing often is crucial, and trustees need to consider these as they rate prospects and design gift strategies.

Prospect identification and rating processes will occur in many locations and with many constituencies. The sessions with trustees, however, will be essential in securing that top category of gifts—the top ten gifts that will represent such an important and disproportionate share of the campaign goal.

Giving. In assessing campaign readiness, a governing board will want to make certain that all trustees are making annual gifts to the institution. Giving to a comprehensive campaign, however, thrusts new expectations into trustee philanthropy.

In the past few years, higher education fund-raising has garnered incredible results. Comprehensive campaigns with billion-dollar goals have been successful. Multimillion-dollar gifts are commonplace. With a strong economy, giving seems to have few limits. Yet even in the bleakest economy, donors have given huge sums. Just as you can't easily identify the financial strength of a prospective donor by outward signs, you can't assume that because the economy is either strong or weak, a prospective donor will make a leadership gift.

The Reverend Jesse Jackson once said, "If we are to lift ourselves out of this morass, we must shift our sights from the superficial to the sacrificial." No statement can be more applicable to a comprehensive campaign's success.

Sacrificial giving should be the aim of a comprehensive campaign. What is a sacrificial gift? One that stretches the donor beyond the ordinary. One that takes some thinking and considering. Bradley Currey, chair of Emory University's last comprehensive campaign and its current board chair, often used the phrase of raising "real money, not walking-around money" to describe the gifts that needed to be sought during the campaign. A sacrificial gift represents "real money" for the donor and for the institution. It indicates donor's commitment to the campaign and to the college or university.

Many trustees have been recruited with the promise, "You won't be required to make a gift or do any fund-raising. We just want your presence on our governing board." If that's the case, then there's much work to be done before the comprehensive campaign can begin. Every trustee must participate in fund-raising efforts. To ensure all trustees accept this view, board and campaign leaders must consider the comfort level of each board member with the institution, the board, and the campaign leadership. In addition, the leaders must recognize the talents each individual already brings to the governing board and design a gift opportunity that makes sense to any avowed nondonors.

When the entertainer Bill Cosby was recruited to the founding board of the National Foundation for the Centers for Disease Control and Prevention (CDC), he said, "I'll help you with public awareness, I'll make videos, I'll sign letters, and I'll let you use my photo for CDC programs, but I'm not making a gift." His greatest gift, of course, was the public awareness these videos, letters, and photos created. His message for the TBS television production "The Coming Plague" led to a donor program that yielded extraordinary results. His video introducing the concept of a nonprofit organization (the CDC Foundation) supporting a federal agency (the Centers for Disease Control and Prevention) was shown to hundreds of foundation and corporate leaders who quickly saw the purpose and unique opportunities it offered. Bill Cosby gave the CDC Foundation the greatest gift it could

achieve in its start-up phase—the gift of identity. And now that he has served as a member of the foundation's governing board for several years, he has joined its donor ranks as well.

How can campaign leaders ensure trustees make sacrificial gifts? Even though trustees will assume major roles in many segments of the campaign, the board also must be seen as a discrete "division" of the campaign with its own goals, leadership, structure, and time lines. The board's development committee can create guidelines that determine how and by whom each board member will be solicited and can establish the procedures by which the trustee division will be managed.

Gifts from trustee leaders of the campaign will be an important step in introducing the comprehensive campaign to other trustees. Making a leadership gift will give confidence to each campaign volunteer. After all, most of us are pretty uncomfortable asking someone to do something we haven't done ourselves. Leadership gifts also establish early commitments, which then can be announced as part of the campaign kickoff and used as an impetus for other trustees' gifts.

Each trustee has something special to offer. The challenge of the campaign leadership is to design a long-term strategy to engage donors, build upon their interests and talents, and begin the process of stewardship and cultivation that will keep donors motivated to respond in a sacrificial way when the campaign kicks off.

Getting. Ideally, every trustee will make a campaign pledge during the quiet phase of the campaign. This pledge should not take place during a board meeting but as a result of an individual meeting or phone call from the person with the strongest peer relationship. Such solicitations, which should yield at least one-third of the top ten campaign gifts, must be carefully designed.

Research, research, research! Before soliciting any prospective donor, campaign leaders carefully must consider all the information they can gather about the prospect. Can a pledge be designed to take advantage of the strongest financial climate for the donor? Is the gift designed with a companion request for an estate gift to perpetuate the program, facility, or endowment? Based on the prospect-rating sessions, who is the best person to ask for the gift? Who else should be involved? What sort of cultivation and education should take place in advance? Should a spouse or children be involved in the cultivation? Should a prospect's financial adviser be a part of the cultivation plan? Considering such questions and designing the solicitation strategy is the part of fundraising that sometimes involves more art than science.

A gift strategy requires enormously creative thinking and results from several confidential strategy sessions with peers and staff who know the donor well. The peer solicitor must be prepared to build the prospect's interest in the possibilities that surround a major gift. He or she also must be prepared to counter the donor's initial response if research has indicated a higher level gift is possible. Major-gift solicitation requires knowledge, confidence, skill, and a whole lot of listening.

Sometimes a little practice can enliven the process. Working with a staff member or mentor volunteer, fund-raising novices can try role-playing to get a feel for the actual solicitation. Spend some time contemplating how the solicitation visit will be organized. Visualize where it will take place, who will be involved. Talk through making the ask and determine who will take which roles. Be sure that everyone who will be present has a speaking part—if someone does not, you might be trying to include too many people.

If role-playing is uncomfortable, try leading questions instead. Ask, "What if he says this?" or "How will you respond if she says that?" It is a good practice to design a strategy for every predictable response. During a courtroom trial, good lawyers will never ask questions to which they do not know the answers. This also is a highly effective habit for gift solicitors. Be sure to concentrate on the known aspects of the potential donor and the gift. Stress the positive, and don't define the negative.

Campaign staff must provide volunteers with research concerning the prospect's giving history, the results of the rating efforts, and biographical and financial information. The staff will supply volunteers with evocative campaign materials and individual proposals that state in writing what the solicitor plans to request. Their knowledge, skills, and enthusiasm are crucial in assisting campaign volunteers.

One of the key roles for trustees in a campaign will be to open doors for others. Many trustees like this role, for it allows them to share the message of the institution with friends and colleagues. For the process to be effective, a level of trust must be established. Trustees need to know that they will not be embarrassed or surprised. The process, goals, and involvement of each of the players—the trustee, the president, and the chief development officer, for example—should be discussed. And staff should provide a quick report of the outcome with the trustee once the process unfolds.

At the second and third levels of Seymour's Rule of Thirds, campaign volunteers undoubtedly will say, "I'll ask her—I gave to her campaign for the Girl Scouts last year." Trustees can help others to see that giving as chits ("I'll give to your cause if you give to mine") is not what a comprehensive campaign is about.

A former chair of a major international corporation said he was unable to participate in fund-raising because he was retired. He believed that the people who at one time "owed him" for gifts he had secured for their causes no longer had any reason to give to his cause. He viewed his retirement and his subsequent reduced access to corporate resources as the conclusion of his philanthropy. Sadly, he was negating any personal responsibility and deflecting the personal satisfaction and joy of giving a gift for its own sake.

Although this tit-for-tat giving sometimes may start the philanthropic process rolling, it doesn't roll far. It often can be reshaped, however, by the drama, energy, and enthusiasm of a comprehensive campaign. Use your campaign to help prospective donors see beyond the philanthropic limits they impose upon themselves.

Today's flourishing market of business and management books reflects a renewed emphasis on an organization's core values, leaders' ethics, or decisions heeding the heart. Silicon Valley's young millionaires are deciding to leave the cyber-race behind to do something for others. Atlanta's Ted Turner announced a $1 billion gift to form the United Nations Foundation while spurring his wealthiest peers to give away their riches. He proposed an annual list of those who most generously share their wealth.

The new millennium seems extraordinarily ripe for sharing, volunteering, and giving. As your institution prepares for its own campaign, opportunities will arise for far more than its short-term financial needs. Uniting for a common goal; shared history, experience, and relationships; and sterling examples of selflessness and generosity all will be a part of your campaign.

Sometimes the process of fund-raising may seem akin to fly-fishing. The well-equipped, experienced fly-fisher hooks the giant trout with an exotic fly in a fast stream. In *Fly Fishing Through the Midlife Crisis,* noted journalist Howell Raines remembered a friend who did not count the quality of a fishing experience by the number of fish he caught. He could go out, have a wonderful day, and not catch any fish at all; all he asked was to be fishing over good water. "The fish are always rising for us on these good waters, and there is always time for that thing which is sweeter than fishing itself. There is time to sit on the bank and be at ease with our friends."

In a comprehensive campaign, you will catch fish. The gifts resulting from your campaign will change your institution in ways you can only dream. But enjoy the process as well as the product. In the words of Howell Raines, "Life itself is a gift. We cannot control its length, only its quality."

Ensuring Campaign Integrity and Accountability

BY CATHERINE DUNN, BVM

As an institution pursues its goals, nothing is more important than the reputation and integrity of its leadership and programs. Before, during, and after a comprehensive campaign, the governance of the institution must be beyond reproach, and the board, president, staff, and volunteers must model unexceptionable behavior. If all parties have worked hard to set high standards, policies, and procedures, no one will be tempted to stretch a policy to accept a questionable gift.

Governing boards have obligations of duty of care and duty of loyalty for their service. In *Institutional Advancement and the Law,* author Kent M. Weeks advises, "A duty of care requires trustees to exercise reasonable judgment on actions taken by the board and to provide oversight of the college. The duty of loyalty requires trustees to place their allegiance to the college first and thereby refrain from entering into unfair, undisclosed conflict situations or self-dealing ventures."

Perhaps it's stating the obvious, but not all higher education institutions practice high moral integrity. It is the responsibility of the board to demand correction of any such deficiencies before embarking on a comprehensive campaign. As preparations commence, the board should assess the institution's ethical practices and the perceptions among faculty, staff, students, and outside constituents. Such an evaluation might occur during the campaign feasibility study, but at that point the institution will be well into the planning stages, and problems will be more difficult to correct. Taking early action to ensure institutional integrity is essential to the conduct of the campaign. (AGB has published two useful booklets in its Board Basics Series that address the topic of institutional integrity: "Institutional Ethics and Values," by Thomas P. Corts, president of Samford University; and "A Guide to Conflict of Interest and

Disclosure," by AGB President Richard T. Ingram.)

Who Is Accountable? Previous chapters have discussed the importance of reviewing the institution's mission and creating a strategic plan before conducting a comprehensive campaign. Once the mission and plan are in place, who is accountable for accomplishing the fund-raising goals? The sign on Harry Truman's presidential desk, "The Buck Stops Here," also should be on every trustee's desk. When the governing board approves the goals of a comprehensive campaign, its members are committing their own time and resources to meet those goals.

Trustees play an active role in comprehensive campaigns, especially in the early stages. The "Comprehensive Campaign Survey" prepared for this book showed that at private colleges and universities, governing board members pledged an average of 40 percent of the dollars in the quiet stage of a campaign. In addition to giving a gift early in the campaign, trustees are called upon to identify and rate prospects, recruit volunteers, and call on certain donors. Individual and collective dedication and enthusiasm on the part of trustees and the board are the two most important factors in the success of the campaign.

Accountability doesn't stop only at the trustee's desk. The board must hold the president and staff accountable for attaining fund-raising goals and meeting deadlines. Frequent consultation with the president and staff should focus on progress toward the goals.

To ensure proper accountability, adequate systems and personnel must be in place to get the job done. Will the advancement staff accept the challenge? It may be necessary to reorganize the office, expand the staff, or offer some training to help the staff meet the demands of the campaign. The institution's information-management system also must be up to the task. Complex campaigns usually require sophisticated software that enables the staff to track prospects, strategies, and others details.

With the right people and systems in place, progress becomes easier to report regularly. The board's development committee can meet with the advancement staff to determine which reports provide the most appropriate, complete, and up-to-date information as the campaign unfolds. Trustees involved in the leadership of the campaign may recommend reports and schedules that will meet the board's needs. Professional staff should assure that recording and reporting standards meet external audit requirements and Financial Accounting Standards Board (FASB) guidelines.

Institutional Gift Acceptance Policy. Every governing board should approve a gift-acceptance policy before undertaking a comprehensive campaign. This policy provides guidance to prospective donors, advisers who assist donors in the gift-planning process, staff who accept gifts, and the general public. Such a policy should not stifle philanthropic creativity. A good policy acts as a guide and allows some flexibility on a case-by-case basis so that prospective donors may enjoy the greatest possible freedom in formulating their gifts.

Among the accomplishments of the gift-acceptance policy are the following:

- protect the institution's tax-exempt status from possible abuse by donors and from conflict with state and federal tax regulations;
- ensure fair and equal treatment of donors in crediting of gifts;
- avoid duplication of efforts by coordinating all solicitations by the president, chief advancement officer, and trustees;
- mandate ethical philanthropic practices to avoid any appearance of conflict of interest;
- assure confidentiality of donors by honoring requests for anonymity;
- guarantee that personnel do not benefit personally through commissions related to gifts or grants;
- require that all standard agreements and pledge forms are approved by legal counsel;
- recommend that all potential donors are encouraged to contact their own legal and/or tax counselors;
- define the institution's naming and recognition policies;
- state clearly how gifts will be valued, the date of the gifts recorded, and how receipts will be issued for tax and recognition purposes; and
- ensure that gifts may be sought and accepted only for purposes appropriate to the mission of the institution.

The gift-acceptance policy also must define what types of assets and planned-giving vehicles may be used to provide gifts to the institution. For example, a policy might categorize gifts either as outright or deferred. Outright gifts are at the immediate disposal of the college; the donor retains no interest in such a gift. Gifts also can be either restricted or unrestricted in purpose. Gifts donated without any express limitation placed upon them generally should be credited to unrestricted fund accounts.

Institutions commonly receive many types of outright gifts: cash, publicly traded securities, closely held securities, restricted securities, mutual fund shares, real estate, tangible personal property, intangible personal property, nontraditional investments, and gifts in kind. Planned-gift vehicles include the following: bequests, immediate charitable gift annuities, deferred gift annuities, charitable lead and remainder trusts, insurance, retained life estates, qualified retirement plan assets, and other select vehicles. This complex area will need the attention of the planned-giving officer and fund-raising counsel because special expertise is necessary.

Campaign Policies and Reporting Standards. In addition to the institutional gift-acceptance policy, a specific policy on gift reporting is essential. This policy should address how the institution will determine the value of a gift for counting toward the campaign goals and for tax purposes. It also should stipulate how the institution will recognize and credit outright and deferred gifts and pledges. In 1994, the Council for Advancement and Support of Education (CASE) produced guidelines for managing campaigns and standards for reporting campaign gifts. The intent was to provide two measures for institutions in their fund-raising work: (1) an objective means to compare one campaign with another, and (2) a rational way to discern how

well a campaign has met the institution's goals.

The CASE Standards depend upon three fundamental concepts:

1. Campaign reports should separate results by the campaign's featured and "other" objectives.

2. Campaign reports should separate outright or current gifts and pledges from deferred gifts the institution expects to receive after the solicitation and pledge-payment periods end.

3. The reports should record these deferred gifts at both their face value and their discounted present value. If bequest expectancies or the death benefit of life insurance are counted, they should be treated in the same way.

Each institution that accepts the CASE Standards is asked to file an annual report with CASE so the association can compile comparable statistics that will provide fund-raising professionals, consultants, education leaders, and volunteers with a common language for discussing and comparing campaigns among institutions.

During the process of formulating the CASE standards, a central concern was whether to report deferred gifts (future commitments) at present value or face value. The advisory group noted that "while discounting to present value represents a substantial change from past practice, many people strongly support its use as a more realistic indicator of the future value those dollars will have when the institution actually is able to spend them. Also, this method accounts for any pay-out obligations to the donor.

"At the same time," the group continued, "this approach recognizes the concern about the potential negative impact present-value discounting could have on donors. When donors make an irrevocable deferred gift, they turn over an asset to the institution and give up their control of it. And even though the institution may pay back a substantial amount to the donor and will not be able to spend the asset for some time into the future, many donors consider the current face value of the asset as the amount that he or she gave to the institution."

Regardless of whether an institution counts the maximum value of the gift or pledge toward its overall campaign goal, the governing board should require a report of the discounted present value for financial projections.

Another item that generated great discussion in drafting the CASE Standards was whether government funds should be reported in campaign totals. Some expressed concern that universities were counting individual faculty research grants and federal grants with large indirect costs to yield inflated campaign goals. At smaller private institutions this was not a major problem, although some schools have chosen to count government grants in meeting their campaign's objectives when the purpose of the grant comports with specific campaign goals. Because the CASE Standards are voluntary, each institution must examine which policies are appropriate and right for their own situation.

The CASE Standards are becoming more widely adopted, although some development officials express a few reservations. The Comprehensive Campaign Survey found 60 percent of private colleges and universities had used the CASE

Standards in a previous or current campaign. When asked if the CASE Standards were likely to be used in the next campaign, almost 80 percent indicated Yes.

Responsibilities to the Donor. Countless experts advise on what motivates and how to treat donors. As an institution works to meet its campaign goals, proper stewardship of a donor and the donor's gift is essential. In virtually every instance, carefully presenting to donors how their gifts will be used and recognized makes a huge difference. The advancement staff should discuss such matters with donors as they work together to make a prospective gift a reality.

For instance, when a plaque in honor of the donor is placed inside a new building, will the donor be recognized at the level of his or her gift to that facility only or to the entire campaign? Make a decision, but be prepared to share this with the donor up front to avoid misunderstandings.

The trend in philanthropy is for donors to want to be more involved with their gifts. Many want to be fairly specific in the use of their money. Although the institution generally should endeavor to meet donors' desires, it is wise to be on guard for those who want to micromanage a gift. The professional staff should explain the limits of the donor's role and suppress expectations, for example, that a donor will be able manage the investment of his or her funds or tell the librarian what books to order each year.

The governing board should be prepared to address how it will react when a donor's priorities for a gift do not meet the institution's needs, particularly as set forth in the campaign's goals or its own mission. This is a difficult circumstance to encounter, especially if the board has failed to devise appropriate guidelines on how to handle such unexpected challenges. If the capabilities and desire to meet the intent of the donor exist, then it might be possible to add the donor's project to the campaign and adjust the overall goal. It would be inappropriate to count gifts that do not meet a designated need or deviate from the objectives of the strategic plan toward the existing goal of the campaign.

The Gift Agreement. Documenting all pledges is important in reporting the campaign's progress, but it is unwise to include a pledge unless a signed pledge form or letter clearly stating the intentions of the donor is in the possession of the campaign director. When a gift establishes a named scholarship or award, the institutional advancement office should use a standard form approved by legal counsel to formalize the donor's intentions. The president and the donor should sign the form. This ensures faithful administration of the fund and is a sound fiduciary practice for the institution.

Is a pledge agreement enforceable, and does a governing board necessarily want to enforce each one? A discussion of this pertinent issue appears in the July 16, 1998 edition of *Development and Alumni Relations Report.* In an article on liability issues, the editors remind us that "courts in different states disagree over whether pledges to charities need to be supported by 'consideration' to be

enforceable (that is, the traditional exchange of something of value needed to make a contract enforceable). An alternative basis for enforceability can be that the institution, having been led to expect the money, relied on the promise (put up a building or carved the donor's name into it). The law calls this 'detrimental reliance,' and it has been used successfully in some cases, although it may limit the institution's recovery to the cost of reliance rather than the full amount of the pledge."

The editors remind readers that "the decision whether to enforce a pledge, assuming it is enforceable at all, rests with the institution. The idea that you 'have to' sue to protect an asset, just because it is booked, is a myth. Most of these problems can be prevented by a combination of pre-pledge thoroughness, careful drafting, and stewardship, including involvement of any heirs whose inheritance may be impaired by the gift. Generally, clarity is golden and silence is deadly."

Endowment Investment Policies. As people become more savvy about their investments and how their gifts ultimately will be used, donors may request information the institution is reluctant to release. A prospective donor might inquire about or expect access to facts about the institution's investment and endowment management policies, for example. The advancement staff should be conversant on these matters, even if these policies are not under the direct management of the advancement office. Some institutions prepare a fact sheet on investment policies for advancement officers to use with prospective donors. This helps ensure their conversations with prospective donors are accurate and consistent.

Responsibilities to Campus Constituents. Every institution will want to tout meeting and exceeding its fund-raising goals. Amid the excitement, however, the institution has a responsibility to faculty and staff to state how it plans to spend the money. Many things can change in the five years after an institution establishes its campaign priorities. Priorities and goals may be revised over the course of a campaign. Maybe a specific project or need just didn't have the right appeal to donors and went unfunded. Faculty, staff, volunteers, and donors deserve to know these details so they understand what the campaign has enabled the institution to accomplish. This issue of integrity and accountability often is overlooked.

There is no substitute for integrity in dealing with prospective donors, internal constituents, and one another. As all trustees promote their institutions as a means of supporting greater humanitarian purposes, all of us must apply the highest ideals in pursuit of the institution's vision and mission.

The Relationship Between Public Institution Governing Boards and Their Foundations During a Comprehensive Campaign

BY CURTIS R. SIMIC

An affiliated foundation is one of the best friends a trustee of a public higher education institution or system can have. As a proponent of the institution's vision and guardian of its long-term well-being, you are acutely aware of its potential. You visualize the many strengths of your institution and know the incredible difference it has made in the lives of individuals, families, and in the health and welfare of the community. You imagine great things, if only....

If only. As a trustee, you are as aware of the constraints as you are of the possibilities. You struggle with the budget, with the conflicting opinions of those who support one venture or another, and with the inevitable disappointment of having to say, No. Yet you are not disheartened; you, above all, have the commitment to the vision and the leadership capability to know when to say, in spite of all the apparent obstacles, "How can we get this done?"

In this, the institution's affiliated foundation is one of your best allies. Donors to your institution share your vision of a better future. They have their own dreams and the resources to make them happen. They want to make their mark in a way that will last beyond their lifetimes, and they have access to resources that can make their dreams and yours a reality.

The foundation's job is to find those donors, to develop and deepen their relationships with the institution, and then to match donors' interests and the institution's needs. When the time comes for a campaign, especially a comprehensive campaign, public institution governing boards and their foundations need each other to succeed. A key ingredient is for all parties to know what role to play. Like dance partners, each must know the steps, when to lead, and when to follow.

Models of Partnership. Public higher education institutions and systems can follow many different models of development operations. The development office may be part of the college or university, or a separate, institutionally related foundation may be the fund-raising leader. Some multicampus institutions have several foundations. Some development operations are housed separately from financial, administrative, or investment functions; others are combined into one organization. Some operations are in the growing stage; others are mature.

The development model that shows the most promise of succeeding in the long run—and the one many public higher education institutions and systems increasingly are choosing—is the separately incorporated, affiliated foundation. Such institutionally related foundations provide colleges and universities with several advantages. First, the institution is able to recruit more high-level volunteer advocates. The foundation's board frequently is larger, sometimes much larger, than the institution's governing board. This allows broader representation of alumni, friends, and various geographic, racial, ethnic, and other constituents. These connections are essential to the success of the fund-raising effort, an essential function of the foundation board.

Second, while governing board members must focus on the general welfare of the entire institution, the foundation board can focus on fund-raising and its associated functions. Rather than a campaign committee assembled for a finite period of time, the foundation board exists in perpetuity. Its history and relationships build continuously for the good of the institution.

Third, unlike governing board members who are appointed or elected through a political process, foundation board members are chosen by their peers for their "work, wealth, and wisdom." They actively support foundation board matters; they have wealth or the ability to influence wealth; and they are able to guide and direct the staff in their particular area of expertise. They are responsible primarily for setting foundation policies and monitoring progress to ensure the success of fund-raising and the associated stewardship and administrative missions.

This does not mean trustees and regents do not play a vitally important role in a comprehensive campaign. On the contrary, your foundation partner needs you! You have several important responsibilities. You need to understand the fund-raising process and why it is important to public higher education in general and to your institution in particular. You need to be a public advocate for the role of private funding at your institution. You must take part in the strategic-planning process to establish the institution's fund-raising priorities and relay these to your foundation. And you can make personal gifts to your institution's campaign in accordance with your means.

Understanding the fund-raising process is a matter of learning the language, assumptions, and ethics of fund-raising. Professionals in the field can outline typical timelines, volunteer requirements, budget needs, and other particulars of a comprehensive campaign. It is a

complex, lengthy, and sophisticated process, and you will be more comfortable with it if you know what to expect and the reasons for every step in the process. (An excellent reference on the subject is *Conducting a Successful Capital Campaign*, by Kent Dove, published by Jossey-Bass.)

Some people may confront you about your public institution's need for private funds—or you may have your own questions. The fact is, the distinction between public and private institutions in terms of funding has become blurred in recent years as private colleges and universities receive millions of dollars in federal and state aid for various programs. Of course, state governments provide public institutions with tremendous amounts of funding from tax dollars, and these public funds are vital. They pay salaries, supply classroom and office furniture, and keep the lights on, the buildings heated, and the grass mowed. They keep the doors open.

Private funds, on the other hand, provide public institutions with strategic advantages: Funds for scholarships can attract more students or those with particular talents or abilities. Faculty support from the private sector can help an institution retain a gifted young professor who needs a graduate assistant or funds for research materials and travel. The best students might decide to attend your institution because the equipment in the research labs is state of the art. Management and teaching innovations might be spurred by funding available from the dean's discretionary fund. In short, private funding provides the margin and flexibility that give your institution an advantage.

Begin With a Strategic Plan. Successful fund-raising begins with the institution's strategic plan, which means that governing board members have the first and most important responsibility to make the campaign a success. Strategic planning does not mean projecting the institution's current activities into the future in an effort to maintain the status quo. Rather, it means charting a direction based on research about changing internal and external conditions and defining a clear vision of why the institution exists and where it plans to go in the future.

It is easy to say that your institution exists to educate people, but that statement gives you little direction when you face decisions about whether to add or drop a program, a day-care center, or a parking lot. A strategic plan should define in specific terms your concept of success for the institution. It should include the key measures that will indicate whether the institution achieves the success the board defines. It should assess where the institution is now in relation to where the board wants it to be, and it should indicate what must be added, changed, or rethought in order to get there.

After the strategic plan is completed, the next step is to assess which needs will require funding from the private sector. These are your institution's fund-raising priorities and the basis of the comprehensive campaign. Fund-raising priorities are always determined by the institution, never by the foundation.

The Foundation's Role. You now are ready to turn the institution's fund-raising priorities over to the foundation.

What can you expect from the foundation? The foundation board has multiple responsibilities, all related to attracting funds from the private sector. Its members will want to be sure that the strategic plan will guide their efforts well. Once the foundation board has the governing board's list of priorities, it oversees a feasibility study (or market survey) to determine the interest of all institutional constituents in the comprehensive campaign objectives and their willingness to give financial support.

Next, the foundation must determine the direct and indirect costs of the campaign. Depending on its staffing and structure, the foundation may be able to absorb up to two-thirds of the cost by using existing resources and services. But incremental costs inevitably add up. These include costs associated with research, publications, cultivation and solicitation contacts, events, legal work, travel, donor recognition and stewardship, trust accounting and reporting, postage, Web sites, and various other services. How these additional costs are covered is a matter for institution and foundation officials to discuss.

Based on my own experience and that of experts across the country, the incremental cost of a comprehensive campaign is 5 percent to 8 percent of the funds raised. The foundation may, as I indicated, be able to absorb up to two-thirds of the cost, leaving one-third or more of the cost to be met by the institution.

Ultimately, there are only two sources for this funding: the institution or the gifts themselves. The easiest and most direct solution is for the institution to find and allocate the needed funds. Taking the funds from gifts—by taking a percentage of each gift, for example, or retaining the interest earned on gifts—can be a disincentive for donors. Your foundation can discuss the options with you, and together you can find a solution that works for your institution.

Finding a solution to the funding question is well worth the discussion. Providing funding creates accountability and institutional oversight. And it is a wise investment. If your institution raises, say, $100 million in a campaign, and the institution's cost was $5 million to $8 million, you have received a whopping return on your investment!

Next Steps. Once the priorities are set and the financing is in place, the foundation board will direct the staff to develop plans to meet the fund-raising goals. These plans will fall into two major areas. The first, of course, is the fund-raising itself and associated development services. This includes recruiting the volunteer leadership for the campaign, preparing printed materials, developing case statements, organizing and training staff for calling on prospective donors, and so on.

The second falls under the rubric of stewardship. Foundation executives will recognize donors for their contributions and keep them informed about the uses of their gifts and on the progress of the campaign. Communications can include face-to-face meetings, publications, events, and various forms of recognition. The foundation's administrative staff also carries out a stewardship function by treating institutional representatives as valued clients and providing them with

excellent, accurate, and timely service. Likewise, the investment-management area of the foundation serves donors and institutional representatives as it goes about its job of maximizing return on the endowment.

Leadership Gifts. In the first phase of the comprehensive campaign—called the "quiet phase"—foundation staff will be looking for leadership gifts. These major gifts will allow the campaign to achieve from one-third to one-half of its goal before the campaign is announced to the public. In the quiet phase, the campaign leadership will be approaching the institution's most committed donors and closest friends, including the institution's governing board members. Although it is important that trustees and regents make lead gifts to the campaign, not all will be in a position to do so. Some board members have been appointed or elected to their posts for other reasons. It is important, however, that trustees make a significant gift in accordance with their means.

Foundation board members and administrative leaders of the institution also will be making lead gifts. In addition to outright gifts, there are many giving vehicles, including gifts of stock or other assets, or gifts made through wills, bequests, and trusts. Your foundation will certainly be able to advise you on gift-giving options!

Communications. Perhaps most important, the governing board and foundation must communicate effectively. Formal communications structures are a good place to start. For example, in some states governing board members also can be members of the foundation board. In fact, some foundations' charters stipulate that a certain number of foundation board members must be trustees of the institution. Governing board members can serve on foundation board committees as consultants even if they are not members of the foundation board. Likewise, foundation board members can serve on committees of the governing board. Regular verbal and written reports are vital to the success of the communication effort.

It also is important that the foundation chief executive be a member of the institution's top management team. The chief executive needs to be in regular formal and informal contact with those administering the institution.

Informal contacts are the most effective for building relationships, and such contacts should be a part of the rhythm of communications and interactions between the foundation and the institution. Whether these are social events, retreats, or a regular pattern of thoughtful phone calls and letters—"just to keep you informed"—they are vital to the partnership of the foundation and the institution's governing board, especially during a comprehensive campaign.

Conclusion

BY JAKE B. SCHRUM

A comprehensive fund-raising campaign is the most popular and efficient way to raise the resources necessary to fund the highest priorities of your institution. This book has attempted to help board members understand the context, importance, and implementation of a comprehensive campaign. As individuals responsible for the future direction of their institutions, trustees must know why comprehensive campaigns make sense and how they work.

Ideally, the institution's chief executive or chief development or advancement officer should be the trustees' resource person for this effort. We hope this book will assist you, the volunteer, as well as the experts on your campus. Let's review the major issues, challenges, and ideas that will set the tone of your campaign and give it a chance to succeed.

Why a Comprehensive Campaign? In the last decade, many institutions have chosen to organize their concentrated fund-raising efforts around the concept of a comprehensive campaign. Simply put, a comprehensive fund-raising campaign includes all gifts to your institution for any purpose from all sources for a particular period of time. Therefore, the financial goal of a campaign must include all potential gifts from annual fund donors, gifts for the endowment, gifts for capital purposes, and gifts for annual restricted purposes.

Plan. Once everyone who has a stake in the comprehensive campaign understands its purpose and importance, the process this book describes can begin. Your institution needs a plan. Even if your president or chancellor has a wonderful vision or great ideas, trustees need to encourage him or her to work with every important institutional constituency to define the mission, purpose, needs, goals, and priorities of the college or university for the next significant period

of time—most often, five years.

One of the products of this planning process is a document that contains a timetable for fulfilling each of the goals and needs the institution has defined as important. Plan in hand, your institution is now ready for the next step in its comprehensive campaign—the process of building a case statement.

Case Statement. As is the case with the master plan, representatives of all institutional stakeholders must have a role in approving the case statement. It is quite natural for the advancement staff (those in charge of fund-raising, communications, and alumni relations) to take the lead role in drafting the case statement, but in the final analysis it needs to have the approval of every primary stakeholder group, both from within and outside the institution. Once the master plan and case statement have been approved, the institution is ready to test just how realistic and feasible this effort might be.

Assessment and Feasibility. Many institutions invite fund-raising consultants to help with this phase of comprehensive campaigning. Some also involve consultants in the advice-giving process throughout the campaign period. Although staff members can do both an institutional assessment and your feasibility study internally, a consultant can provide objectiveness to these activities. Your institution should make such decisions based on its specific needs and its culture. The main questions to ask consultants are the following: What will you do for us? What is your record? Who are your clients? How will you organize your work with our institution? Who will be our primary contact from your firm? How much will you charge us?

Choose someone you believe in, who makes sense, and who has a solid record of success. And don't be afraid to question your consultant about anything related to your campaign.

The assessment process helps your board understand whether the institution is ready for a major campaign effort. Some questions board members can ask include the following: Do we have enough staff members? Are they competent? Is the leadership of the institution credible? Is the board ready to take a leadership role in volunteering, fund-raising, and gift giving? Are the data systems and prospect-research capabilities in place for the campaign?

If all signs are positive, the board can commission a study to determine whether reaching the fund-raising goal mentioned in the master plan and defended in the case statement is likely. In other words, can the institution raise a particular amount of funds for its stated priorities within a defined period of time with the current leadership? The readiness assessment and the feasibility study will give trustees crucial knowledge with which to map out the remaining strategies of the campaign.

Campaign Structure and Budget. As discussed on pages 31–37, structuring your campaign committees and providing the necessary funds to conduct a successful effort are crucial. It is important to find suitable representatives of every group and board with a stake in the institution's

priorities, to confirm whether funds realistically can be raised for those priorities, and to assess how the institution will be different at the conclusion of the campaign.

Adequately funding the campaign budget obviously is critical. Before the campaign commences, choose an amount based on the level of funding available for ongoing fund-raising activities. This amount will depend on what campaign activities need to be budgeted over and above the institution's basic development budget.

A sophisticated advancement operation may need only 2 percent to 4 percent of the campaign goal added to the fund-raising budget, while a new or less sophisticated institutional fund-raising program will need 5 percent to 8 percent or more to contemplate campaign success. In either case, use your campaign readiness assessment and feasibility study to inform your decision on this matter.

The campaign budget can be funded through such sources as the institution's budget, unrestricted gifts, gifts given for the purpose of supporting the campaign budget, or choosing to inform all of your donors that a small levy will be attached to each gift to help finance the comprehensive campaign.

The Campaign Itself. With your plan completed, your case made, your volunteers and staff fully informed, financing confirmed, your campaign materials (videos, brochures, pledge cards, and other materials) printed, and your feasibility study pointing toward success, you are ready for the "quiet phase" of the campaign.

During this time—and it might take more time than you think—officials will raise the first flurry of gifts in an effort to confirm the feasibility of reaching the financial goal within the time frame the plan specifies. For instance, if your goal is to raise $100 million in five years, and you have raised $30 million to $50 million by the middle of the second year of the campaign, then it might be realistic to make a formal and public announcement of the campaign. With more than one-third of the goal in hand and less than one-third of the five-year timetable elapsed, the chances for success are strong—unless, of course, you have solicited all major donors, and the likelihood of additional large gifts is minimal.

The "quiet phase" gives everyone associated with the effort an opportunity to see how everything is working. Is the budget adequate? Are the volunteers helpful? Is the staff doing a good job? Is the chief executive leading the effort? Are potential donors responsive? Are there good data driving the campaign's information network? Are major gifts arriving as expected? If so, the governing board and other committees important to the institution should formally approve the campaign and announce it to the public.

Soliciting Gifts. Soliciting gifts is the most important element of any fund-raising campaign. In a comprehensive campaign, the plan for each donor solicitation, especially for the largest potential donors, must be coordinated with all of the fund-raising programs associated with the campaign goal. In other words, no donor who makes a major annual gift to the institution should be asked for a

capital or endowment gift unless officials campaign officials build continuity into the donor's plans.

Whether major donors are asked to contribute by the chief executive, the staff, or volunteers, everyone should work with the same set of guidelines. Solicitation is a personal activity, and successful staff and volunteers have varied styles. Generally, solicitors must make a case for the request, listen to the donor's desires, ask the donor to consider a certain gift amount, and be willing to abide by the donor's decision, or in rare cases, turn down a gift. Brochures, videos, pledge cards, and other campaign materials are helpful to the process, but people give money to people, and the gift, in almost every instance, *must be solicited!*

Stewardship. Donors want to know how their gifts will be used and how they will make a difference. They want to believe that the institution will provide prudent stewardship for their philathropic investment. Most donors want to be thanked and acknowledged in a way that makes them feel appreciated.

Some institutions think this is so important that they hire a full-time staff member to provide and coordinate the stewardship of gifts. For example, donors who give scholarship endowments enjoy being invited to an annual luncheon where they meet the recipient of the income from their scholarship endowment gift.

Remember, no one can be thanked too much.

Campaign Wrap-Up and Plans for the Future. Everyone must believe the campaign will succeed, that significant changes will occur in the institution, and that the institution's ability to raise funds for its priorities will be strengthened. Donors must be thanked, volunteers recognized, and staff congratulated. The budget should be adequate to continue the level of fund-raising activity the institution attained by the end of the campaign. Meeting the fund-raising goal will bring donors and volunteers closer to the institution, fund most of the priorities of the campaign, and raise the visibility of the institution.

In short, a comprehensive campaign should have a lasting effect on your institution, and as a trustee, you will want to play a major role in this worthwhile and potentially grand endeavor.

Afterword

Hints for a Successful Comprehensive Fund-Raising Campaign

Fund-raising is not a science. Some guidelines and tried-and-true methods are important, but much of fund-raising involves good common sense and intuition. However, certain guidelines are so important and have succeeded in so many institutions that they are worth remembering.

My 30 years in higher education fund-raising have taught me the following:

- "Most people want to be a worthwhile member of a worthwhile organization." (Harold J. "Si" Seymour)
- 10 percent to 20 percent of the donors give 80 percent to 90 percent of the money. (This is the reason to focus so much effort on the major donors.)
- Donors and volunteers alike want to be appreciated for what they do. (Some donors may ask for anonymity, but most want at least one person to know what they have done.)
- Successful campaigns follow great visions and solid planning.
- "When organizing a campaign, start from the top (largest gift) and move down; and from the inside (those closest to the institution) and move out. This is know as 'sequential fund-raising.'" (James P. Seymour)
- Some people are just not givers, so move to the next prospect. Go back to the nongiver if something significant has changed in his or her life.
- Receiving a gift usually means asking for it first.
- A good solicitation effort is a combination of the institution's needs and the donor's dreams.
- People give money to people.
- You have to spend money to raise money.
- Fund-raisers are people who ask other people for money, in writing and using the telephone. But the most important method is face to face.
- The peer approach (people of equal stature) in fund-raising is a proven method for soliciting major gifts.
- No decent fund-raiser who is on

the payroll of an institution of higher education should work on commission.

- People will give to an institution that can describe its future and have a reasonable chance of seeing that future come true.
- Most successful campaigns reach their dollar goal but hardly ever reach all of their priority needs.
- People who give money away almost always love people. This is why the definition of philanthropy is "love of humankind."
- Giving away large gifts usually makes the donor as happy as anyone else.
- Successful comprehensive fund-raising campaigns make institutions stronger, more cohesive, more positive about their future, and more visible in the community.
- No gift is too small to be acknowledged properly.

Suggested Guide for Using the Survey Results in the Appendices

In preparation for this book's publication, the Association of Governing Boards in consultation with the editor and chapter authors constructed and mailed a survey to public and independent institutions throughout the country. The results could be extremely useful to trustees and boards in comparing statistics from peer institutions that participated in the survey.

For example, board members from large public research institutions will want to look at statistics from a similar public institution to see when they attempted their last campaign, what was their budget, how many staff did they employ, whether they hired counsel, the financial results of their effort, and so forth. These statistics should allow trustees and boards to take a more balanced look at the discussions of the various chapter authors.

Please use these surveys as a guide rather than a rule book. They will give you greater perspective concerning what you might expect of your campaign.

The AGB Comprehensive Campaign Survey of Independent Colleges and Universities

BY HOLLY MADSEN

In fall 1997, the Association of Governing Boards of Universities and Colleges (AGB) conducted a survey 725 independent college and university development programs to learn about their fund-raising practices in comprehensive campaigns. Of that number, 268 institutions completed the questionnaire, providing a response rate of 37 percent. The respondents included both member and nonmember institutions with a broad range of sizes, resources, and missions.

The survey results offer a valuable resource for presidents, governing boards, foundation boards, and advancement professionals on the characteristics of comprehensive campaigns and fund-raising policies and practices around the nation. The low response rate, however, suggests that readers might exercise caution in interpreting certain data, especially those for two-year colleges, theological schools, and specialized institutions. Even with regard to four-year, single-campus institutions, other more comprehensive surveys are likely to be more reliable on certain elements. For example, the annual NACUBO Endowment Study includes many more institutions, and its data on the size of institutional endowments are apt to be more useful.

In the survey questionnaire, AGB defined the term "comprehensive campaign" as all fund-raising efforts undertaken by the institution over a predetermined time period, including campaigns for long-term capital and endowment needs, as well as the annual fund and other fund-raising efforts. The survey results provide aggregated information from all institutions as well as more specific statistics by institution type. The results of the survey of independent colleges and universities are disaggregated into four-year single-campus institutions (196 responses), two-year institutions (14 responses), specialized institutions (23

responses), and theological seminaries (14 responses). Specialized institutions include colleges of pharmacy, chiropractic medicine, art and design, and military institutes, among others.

The questionnaire requested information in six categories, including general organizational and financial characteristics, the comprehensive campaign, advancement expenditures and staff, gift support from governing board and foundation board members, the "quiet phase," and campaign expenditures and receipts. Highlights from each of these categories are described on the following pages. Tables of detailed data follow the summary of highlights.

HIGHLIGHTS FROM THE SURVEY RESULTS FOR INDEPENDENT INSTITUTIONS[1]

Organizational and Financial Characteristics

The average operating budget for all independent institutions was approximately $60 million.

Endowments averaged approximately $94 million, with four-year single-campus endowments averaging $104 million.

Independent institutions reported an average of 32 members on their governing boards.

Comprehensive Campaigns

For institutions that were conducting a comprehensive campaign at the time of the survey or planning one for the next few years, campaign goals ranged from $1 million to $1 billion, with an average of approximately $76 million.

The planned length of the campaigns ranged from one to eleven years, with an average of approximately 5.4 years.

Approximately 43 percent of independent institutions reported that they established a special campaign committee to oversee the campaign. The majority of those who served on these committees were drawn from the governing board and alumni.

More than three-quarters of independent institutions reported that they conduct comprehensive campaigns on a periodic basis, while approximately 17 percent conduct campaigns on a continuous basis with fixed intervals.

Sixty-nine percent of independent institutions reported using a "unified ask" in the comprehensive campaign, merging it with annual fund-raising.

Among the areas that comprehensive campaigns support, buildings, endowment, and scholarships ranked most frequently among the campaign's top two priorities.

In the majority of institutions, the chief executive of the institution and the governing board were most influential in establishing a campaign priorities list.

Advancement Expenditures and Staff

In the year following an institution's most recent campaign, the annual budget for fund-raising ranged from $1,000 to nearly $8 million (average $864,000); the annual budget for public relations ranged from $1,000 to $1.8 million (average $302,080); and the annual budget for alumni affairs ranged from $1,000 to $2,440,00 (average $189,460).

Gift Support

Approximately 91 percent of inde-

pendent institutions reported that governing board members are asked to make financial contributions to the annual fund.

Nearly 63 percent of independent institutions reported that advancement staff members were most active in identifying prospects for the campaign, while nearly 14 percent stated that the campaign committee was most active, and approximately 8 percent reported that governing board members were most active.

The Quiet Phase

The average length of the quiet phase between the board's approval of a comprehensive campaign and its announcement to the public was 19.4 months. The briefest reported quiet phase was three months, while the longest was five years and ten months.

The percentage of the campaign goal raised during the quiet phase ranged from 2 percent to 130 percent, with an average of 46.3 percent.

Campaign Expenditures and Receipts

The average total budget for comprehensive campaigns was $3.48 million, ranging from $1 million to $66 million.

The average cost of comprehensive campaigns for all independent institutions was $3.25 million, ranging from $1 million to $64 million.

Respondents reported (or projected) raising a range from $1 million to $1.7 billion in the campaign.

On average, approximately 106 percent of the campaign goal was raised during the campaign.

Nearly 60 percent of independent institutions reported using the guidelines established by the Council for Advancement and Support of Education (CASE) in counting total campaign contributions.

Approximately 79 percent of independent institutions planned to use the CASE guidelines in their next campaigns.

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[1] Where average dollar figures are stated, they represent an average for all four categories of independent institutions, including two-year and four-year institutions, specialized institutions, and theological seminaries. The average dollar figures for the category of four-year independent institutions are generally much higher than those for the other three categories. The tables that follow present statistics by institutional category.

I. GENERAL ORGANIZATIONAL AND FINANCIAL CHARACTERISTICS

A. What is your institution's total operating budget? (in millions of dollars)

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Mean total operating budget	54.42	9.85	58.62	25.91	5.64

Independent colleges and universities reported a wide range in size of operating budgets. For example, 4-year single-campus institutions reported budgets from $1 million to $1 billion.

B. What was the size of your institution's endowment at the end of the 1995-96 fiscal year? (in millions of dollars)

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Mean endowment	90.93	14.00	104.08	23.91	16.93

Endowments for all independent institutions ranged from $1 million to $1.6 billion.

C. What percentage of the institution's fiscal 1995-96 operating budget was financed with:

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Gifts (mean)	8.94%	9.77%	7.50%	4.65%	29.43%
Endowment Income (mean)	8.70%	4.54%	8.52%	3.80%	22.69%

D. What is the current actual size of your governing board?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Number of members (mean)	32.1	24.3	32.8	28.4	32.6

Respondents reported governing board size as small as seven members and as large as 123 members.

II. COMPREHENSIVE CAMPAIGNS

A. Has your institution completed a comprehensive campaign within the last five years?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Yes	37.3%	21.4%	38.8%	39.1%	28.6%
No	59.0%	78.6%	57.1%	56.5%	64.3%
No answer	3.7%	0	4.1%	4.3%	7.1%

A1. If yes, what was the planned length of the campaign?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Campaign length in years (mean)	4.8	2.5	5.0	4.3	4.3

The planned campaign length for all independent institutions ranged from two to ten years.

A2. If yes, what was the length of the campaign's quiet phase?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Quiet phase in years (mean)	1.8	1.0	1.9	1.6	1.7

The quiet phase for all independent institutions ranged from one to five years.

A3. If yes, what was the length of the campaign's public phase?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Public phase in years (mean)	3.1	2.0	3.2	3.0	3.0

The length of the campaign's public phase for all independent institutions ranged from one to seven years.

A4. Did the campaign fail to meet, meet, or exceed the publicly stated dollar goal?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Failed to meet	2%	33.3%	1.3%	—	—
Met	15%	—	13.2%	—	75%
Exceeded	82%	66.7%	85.5%	100%	25%
No answer	1%	—	—	—	—

A5. What was the campaign goal?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Campaign goal (mean, in millions)	67.0	5.3	81.9	20.8	5.8

The campaign goal ranged from $1 million to $1.7 billion for all independent institutions.

B. Is the institution currently conducting a campaign?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Yes	47.8%	28.6%	50.5%	39.1%	28.6%
No	48.9%	71.4%	45.9%	52.2%	71.4%
No answer	3.4%	—	3.6%	8.7%	—

B1. If yes, what is the planned length of the campaign?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Campaign length in years (mean)	5.4	3.3	5.7	4.2	5.0

The planned length of campaigns ranged from one to eleven years.

Questions for institutions currently conducting a comprehensive campaign or planning one for the next few years (C through H):

C. What is the goal of the campaign?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Campaign goal (mean, in millions)	75.9	7.0	80.1	27.4	17.5

Campaign goals for all independent institutions ranged from $1 million to $1 billion.

D. What percentage of the institution's total operating budget for 1995-96 does the dollar goal represent?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Campaign goal as percentage of operating budget (mean)	132.9%	55.7%	145.7%	88.1%	225.3%

E. What percentage of the institution's endowment does the campaign goal represent?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Campaign goal as percentage of endowment (mean)	129.4%	22.0%	111.0%	228.7%	423.0%

F. Was a special campaign committee established to oversee the campaign?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Yes	42.5%	21.4%	46.4%	30.4%	21.4%
No	7.5%	21.4%	6.6%	4.3%	14.3%
No answer	50.0%	57.1%	46.9%	65.2%	64.3%

F1. If yes, what percentage of its members came from the following? (mean)

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
The governing board's development committee	41.4%	37.5%	42.3%	46.6%	40.0%
Other governing board members	21.5%	32.5%	21.4%	23.4%	20.0%
Alumni (nonboard members)	19.8%	10.0%	20.8%	10.6%	6.7%
Current or retired members of the business community	7.2%	5.0%	5.9%	9.6%	33.3%
Faculty	2.3%	5.0%	1.8%	4.4%	0
Current or former parents	2.8%	5.0%	2.7%	0	0
All others	4.9%	5.0%	5.0%	5.4%	0

G. Who had or has the most influence in choosing the membership of the campaign committee?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Chief executive of the institution	33.2%	28.6%	32.7%	34.8%	28.6%
Chief advancement officer	30.6%	7.1%	33.7%	17.4%	28.6%
Governing board chair	4.9%	—	6.6%	—	—
Governing board's development committee chair	3.4%	7.1%	3.1%	4.3%	—
No answer	28.0%	57.1%	24.0%	43.5%	42.9%

For more than one-half of independent institutions, either the chief executive or the chief advancement officer has overall responsibility for the campaign.

H. Who had or has the primary staffing responsibility for the campaign committee?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Chief advancement officer	72.0%	50.0%	76.5%	52.2%	64.3%
Chief executive of the institution	6.0%	14.3%	3.1%	17.4%	—
Other	0.4%	—	—	—	—
No answer	21.6%	35.7%	20.4%	30.4%	35.7%

For campaigns completed in the last five years (I and J):

I. Was a feasibility study conducted prior to undertaking the campaign?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Yes	32.1%	14.3%	29.1%	43.5%	35.7%
No	16.0%	7.1%	19.4%	4.3%	—
No answer	51.9%	78.6%	51.5%	52.2%	64.3%

II. If yes, how many months in advance of the campaign was the study begun?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Months in advance (mean)	11.0	16.7	10.7	8.1	12.0

J. Did the institution use an outside fund-raising consultant prior to or during the campaign?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Yes	40.3%	14.3%	39.8%	47.8%	35.7%
No	7.5%	7.1%	8.7%	—	—
No answer	52.2%	78.6%	51.5%	52.2%	64.3%

J1. If yes, in which areas did they focus their work?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Readiness assessment	58.3%	50%	59.0%	72.7%	40%
Feasibility study	70.4%	100%	64.1%	90.9%	100%
Fund-raising implementation	76.9%	50%	79.5%	54.5%	100%
Other	8.3%	50%	9.0%	—	—
No answer	5.6%	—	7.7%	—	—

Questions for all independent institutions:

K. Do your comprehensive campaigns tend to be continuous with fixed intervals, or more periodic?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Continuous	17.2%	7.1%	18.4%	17.4%	14.3%
Periodic	76.5%	71.4%	77.0%	73.9%	78.6%
No answer	6.3%	21.4%	4.6%	8.7%	7.1%

The large majority of independent institutions conduct comprehensive campaigns on a periodic basis.

L. Is a "unified ask" used in the comprehensive campaign, merging it with annual fund-raising?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Yes	69.0%	28.6%	73.5%	56.5%	57.1%
No	23.5%	50.0%	20.9%	34.8%	28.6%
No answer	7.5%	21.4%	5.6%	8.7%	14.3%

M. How closely related are the campaign's priorities and the institution's strategic plan?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Very	77.2%	71.4%	81.1%	73.9%	57.1%
Somewhat	13.1%	14.3%	11.2%	8.7%	28.6%
Not at all	—	—	—	—	—
No strategic plan	3.0%	—	3.1%	4.3%	—
No answer	6.7%	14.3%	4.6%	13.0%	14.3%

For most institutions, campaign priorities are very closely related to the college or university's strategic-planning process.

N. Which areas will the overall campaign support?

The following table shows the percentages of institutions that have identified particular areas as either (a) one of two top priorities or (b) one of three lowest priority areas that the comprehensive campaign will support.

Priority	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Athletics (ranked as one of two top priority areas)	1.9%	—	—	1.0%	4.3%
Athletics (ranked as one of three lowest priority areas)	5.2%	21.4%	5.1%	4.3%	—
Buildings (ranked as one of two top priority areas)	48.9%	64.3%	49.0%	56.5%	35.7%
Buildings (ranked as one of three lowest priority areas)	11.6%	7.1%	12.8%	4.3%	7.1%
Endowment (ranked as one of two top priority areas)	52.6%	14.3%	56.6%	39.1%	50.0%
Endowment (ranked as one of three lowest priority areas)	14.9%	14.3%	14.3%	13.0%	28.6%

N. Which areas will the overall campaign support? *(continued)*

Priority	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Faculty development (ranked as one of two top priority areas)	9.3%	7.1%	8.7%	4.3%	28.6%
Faculty development (ranked as one of three lowest priority areas)	18.7%	7.1%	18.9%	21.7%	21.4%
Libraries (ranked as one of two top priority areas)	7.5%	14.3%	7.7%	8.7%	—
Libraries (ranked as one of three lowest priority areas)	13.8%	7.1%	12.2%	17.4%	21.4%
Maintenance of plant and equipment (ranked as one of two top priority areas)	3.0%	—	2.6%	8.7%	7.1%
Maintenance of plant and equipment (ranked as one of three lowest priority areas)	10.1%	14.3%	10.7%	4.3%	14.3%
New academic programs (ranked as one of two top priority areas)	4.5%	7.1%	4.1%	—	7.1%
New academic programs (ranked as one of three lowest priority areas)	11.9%	7.1%	12.8%	8.7%	—
Science laboratories (ranked as one of two top priority areas)	5.2%	7.1%	6.1%	4.3%	—
Science laboratories (ranked as one of three lowest priority areas)	7.1%	7.1%	7.7%	4.3%	—

N. Which areas will the overall campaign support? *(continued)*

Priority	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Student aid (ranked as one of two top priority areas)	8.6%	—	10.2%	8.7%	—
Student aid (ranked as one of three lowest priority areas)	8.6%	—	10.2%	4.3%	—
Scholarships (ranked as one of two top priority areas)	25.0%	28.6%	27.0%	13.0%	28.6%
Scholarships (ranked as one of three lowest priority areas)	16.4%	14.3%	16.8%	17.4%	14.3%
Student housing (ranked as one of two top priority areas)	2.6%	—	3.1%	—	—
Student housing (ranked as one of three lowest priority areas)	4.5%	7.1%	4.1%	13.0%	—
Student services (ranked as one of two top priority areas)	1.1%	—	1.0%	4.3%	—
Student services (ranked as one of three lowest priority areas)	3.0%	—	3.6%	—	—
Technology (ranked as one of two top priority areas)	4.5%	—	4.1%	—	14.3%
Technology (ranked as one of three lowest priority areas)	23.9%	14.3%	26.0%	21.7%	14.3%
Other	15.7%	—	18.4%	13.0%	7.1%

Some institutions indicated other significant areas that the campaign would or did support. These include: program enhancement, unrestricted funds, current academic programs, general operational use, the annual fund, faculty salaries, and research.

O. What three persons or groups were most influential in establishing the campaign-priorities list?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Chief executive of the institution	87.7%	78.6%	90.3%	69.6%	78.6%
Governing board	61.6%	71.4%	62.2%	60.9%	71.4%
Capital campaign committee	12.7%	7.1%	12.8%	13.0%	7.1%
Governing board chair	5.2%	—	5.1%	8.7%	7.1%
Executive committee of the governing board	8.2%	7.1%	9.2%	4.3%	—
Development committee of the governing board	14.9%	21.4%	15.8%	13.0%	14.3%
Other committees of the governing board	1.5%	7.1%	0.5%	—	14.3%
Advancement officer	35.8%	28.6%	32.1%	52.2%	42.9%
Chief academic officer	15.3%	—	18.4%	4.3%	7.1%
Faculty committee	10.8%	7.1%	10.7%	4.3%	14.3%
Other	1.1%	—	1.0%	—	—
No answer	9.0%	14.3%	7.7%	17.4%	14.3%

III. ADVANCEMENT EXPENDITURES AND STAFF

A. What was the approximate annual budget for the following functions one year before your most recent comprehensive campaign? (mean in $1,000s)

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Fund-raising	684.5	192.9	761.8	242.3	151.0
Public relations	256.7	108.8	285.9	201.4	40.4
Alumni affairs	180.3	36.5	208.4	121.6	15.5

Annual budgets for funding raising ranged from $4,000 to $9.7 million; public relations budgets ran the gamut from $1,000 to $2.473 million; and for alumni affairs budgets ran from $1,000 to $2.176 million.

B. What was the approximate annual budget for these functions in the year immediately following your most recent campaign? (mean in $1,000s)

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Fund-raising	864.0	189.5	1004.7	585.5	203.3
Public relations	302.1	74.7	339.0	367.7	115.8
Alumni affairs	189.5	35.4	216.4	187.4	37.3

IV. GIFT SUPPORT

A. Are governing board members asked to make financial contributions to the annual fund?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Yes	91.4%	92.9%	92.9%	82.6%	85.7%
No	3.4%	7.1%	2.6%	8.7%	7.1%

A1. If yes, who solicits trustee contributions?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Chief executive of the institution	58.0%	46.2%	58.8%	73.7%	66.7%
Governing board chair	50.6%	46.2%	50.0%	73.7%	58.3%
Campaign committee members	26.5%	30.8%	29.1%	10.5%	16.7%
Other trustees	50.6%	38.5%	53.8%	26.3%	66.7%
Advancement officer	66.9%	69.2%	67.0%	78.9%	75.0%
Faculty members	2.0%	—	2.7%	—	—
Other	2.4%	—	2.7%	5.3%	—
No answer	3.3%	—	2.7%	—	8.3%

B. Which group was most active in prospect identification for the campaign?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Governing board members	8.2%	—	6.6%	21.7%	14.3%
Campaign committee members	13.8%	28.6%	13.3%	8.7%	14.3%
Advancement staff	62.7%	50.0%	68.4%	47.8%	50.0%
Other	0.7%	—	1.0%	—	—
No answer	14.6%	21.4%	10.7%	21.7%	21.4%

Nearly two-thirds of all independent institutions reported that the advancement staff was most active in identifying potential donors for the comprehensive campaign.

V. THE QUIET PHASE

A. In the most recently completed campaign, what was the length of the quiet phase between the board's approval of the campaign and its announcement to the public?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Length in months (mean)	19.4	13.2	20.8	12.4	16.9

The briefest quiet phase reported was three months, while the longest was 70 months.

B. What percentage of the total campaign goal did you plan to raise during the quiet phase?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Percentage of the goal (mean)	43.8%	35.6%	44.5%	42.7%	35.0%

Respondents reported that their institutions planned to raise as little as 10% and as much as 90% of the campaign goal during the quiet phase.

C. What percentage of the campaign goal was actually raised by the end of the quiet period?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Percentage of the goal (mean)	46.3%	28.3%	47.3%	45.1%	41.6%

Percentages actually raised during the quiet phase ranged from 2% to 130% for all independent institutions, while 4-year single-campus institutions reported raising from 8% to 130% of the campaign goal during the quiet phase.

D. What percentage of the amount raised during the quiet phase was contributed by:

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Governing board members	40.7%	10.0%	40.0%	57.2%	42.0%
Campaign committee members	12.2%	5.0%	12.1%	13.4%	20.3%
Others	47.0%	85.0%	47.9%	28.4%	37.7%

VI. CAMPAIGN EXPENDITURES AND RECEIPTS

A. What is or was the total budget for the campaign?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Total budget (mean in millions)	3.5	0.2	4.2	1.8	1.2

B. What does or did the campaign actually cost?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Cost (mean in millions)	3.3	0	4.1	1.9	0.3

C. How much was or will be raised during the entire campaign?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Amount raised or to be raised (mean in millions)	69.5	9.8	81.8	30.6	12.8

Respondents reported or projected raising a range from $1 million to $1.7 billion in the campaign.

D. What percentage of the goal was or will be actually achieved?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Amount actually achieved (mean)	106.3%	102.2%	106.5%	104.9%	107.4%

E. What percentage of the following groups made or likely will make campaign contributions?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Governing board members	57.4%	56.0%	56.7%	56.7%	60.8%
Campaign committee members	42.1%	44.0%	42.6%	43.3%	39.2%

F. Were or are the guidelines established by the Council for Advancement and Support of Education (CASE) used in counting total campaign contributions?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Yes	59.7%	50.0%	64.8%	47.8%	35.7%
No	18.3%	—	17.3%	21.7%	35.7%
No answer	22.0%	50.0%	17.9%	30.4%	28.6%

G. Are the CASE guidelines likely to be used in your next campaign?

	All Institutions	2-Year Institutions	4-Year Single-Campus	Specialized Institutions	Theological Seminary
Yes	79.1%	78.6%	82.1%	73.9%	64.3%
No	5.2%	—	4.1%	8.7%	7.1%
No answer	15.7%	21.4%	13.8%	17.4%	28.6%

The AGB Comprehensive Campaign Survey of Public Colleges and Universities

BY HOLLY MADSEN

In fall 1997, the Association of Governing Boards of Universities and Colleges (AGB) conducted a survey 762 public college and university development programs and foundations to learn about their fund-raising practices in comprehensive campaigns. Of that number, 198 institutions completed the questionnaire, providing a response rate of 26 percent. The respondents included both member and nonmember institutions with a broad range of sizes, resources, and missions.

The survey results offer a valuable resource for presidents, governing boards, foundation boards, and advancement professionals on the characteristics of comprehensive campaigns and fund-raising policies and practices around the nation. The low response rate, however, suggests that readers might exercise caution in interpreting certain data, especially those for multicampus organizations. Data from other more comprehensive surveys are likely to be more reliable on certain elements. For example, the annual NACUBO Endowment Study includes many more institutions, and its data on the size of institutional endowments are apt to be more useful.

In the survey questionnaire, AGB defined the term "comprehensive campaign" as all fund-raising efforts undertaken by the institution over a predetermined time period, including campaigns for long-term capital and endowment needs, as well as the annual fund and other fund-raising efforts. The survey results provide aggregated information from all institutions as well as more specific statistics by institution type. The results of the survey of public colleges and universities are disaggregated into four-year multicampus institutions (11 responses), four-year single-campus institutions (114 responses), and two-year single-campus institutions (43 responses).

The questionnaire requested informa-

tion in six categories, including general organizational and financial characteristics, the comprehensive campaign, advancement expenditures and staff, gift support from governing board and foundation board members, the "quiet phase," and campaign expenditures and receipts. Highlights from each of these categories are described on the following pages. Tables of detailed data follow the summary of highlights.

HIGHLIGHTS FROM THE SURVEY RESULTS FOR PUBLIC INSTITUTIONS[1]

Organizational and Financial Characteristics

The average operating budget for all public institutions was approximately $194 million.

Endowments averaged approximately $74 million for all public institutions, with endowments of four-year multicampus institutions averaging $382 million.

The average size of governing boards is approximately 13 members.

Approximately 88 percent of all public institutions have a separately incorporated foundation.

Among those foundations that focus primarily on fund-raising, the average number of members is approximately 37. On average, approximately three members of the foundation also serve on the governing board.

Comprehensive Campaigns

For institutions that were conducting a comprehensive campaign at the time of the survey or planning one for the next few years, campaign goals ranged from $1 million to $1.1 billion, with an average of approximately $134 million.

The planned length of the campaigns ranged from one to 12 years, with an average of approximately 5.3 years.

Approximately one-third of public institutions reported that they established a special campaign committee to oversee the campaign. On average, foundation board members composed approximately 34 percent of those committees, while alumni made up another 28 percent.

Approximately 70 percent of public institutions reported that they conduct comprehensive campaigns on a periodic basis; another 8 percent conduct campaigns on a continuous basis with fixed intervals.

Approximately 54 percent of public institutions reported using a "unified ask" in the comprehensive campaign, merging it with annual fund-raising.

Among the areas that comprehensive campaigns support, endowment, scholarships, and buildings ranked most frequently among the campaign's top two priorities.

In the majority of institutions, the chief executive of the institution was most influential in establishing a campaign priorities list.

Advancement Expenditures and Staff

In the year following an institution's most recent campaign, the annual budget for fund-raising ranged from $1,000 to $9.3 million (average $1,373,000); the annual budget for public relations ranged from $2,000 to $2.5 million (average $357,760); and the annual budget for alumni affairs ranged from $1,000 to $2.5 million (average $281,210).

Approximately 35 percent of public institutions reported that the campaign operation was administered within the institution, while 29 percent reported that the foundation administered the campaign operation.

Public institutions reported a variety of sources for funding the campaign, including the foundation (24 percent), state funds (6 percent), taxes on unrestricted campaign gifts (3 percent), and a mix of sources (19 percent).

Gift Support

Approximately 52 percent of public institutions reported that governing board members are asked to make financial contributions to the annual fund.

Approximately 76 percent reported that foundation board members are asked to make financial contributions to the annual fund.

Approximately 44 percent of public institutions reported that advancement staff members were most active in identifying prospects for the campaign, while nearly 15 percent stated the campaign committee was most active, 12 percent said foundation board members were most active, and 1 percent said governing board members were most active.

The Quiet Phase

The average length of the quiet phase between the board's approval of a comprehensive campaign and its announcement to the public was 16 months. The briefest reported quiet phase was two months, while the longest was four years.

The percentage of the campaign goal raised during the quiet phase by four-year multicampus institutions ranged from 32 percent to 46 percent (average 39 percent), while four-year single-campus institutions ranged from 1 percent to 85 percent (average 42 percent), and two-year single-campus institutions ranged from 25 percent to 70 percent (average 47 percent).

Campaign Expenditures and Receipts

The average total budget for a comprehensive campaign was $5.8 million, ranging from $1 million to $186 million.

The average cost of comprehensive campaigns for all public institutions was $5 million, with a range from $1 million to $186 million.

Respondents reported (or projected) raising a range from $1 million to $1.2 billion in the campaign.

On average, approximately 109 percent of the campaign goal was raised during the campaign.

Forty-eight percent of public institutions reported using the guidelines established by the Council for Advancement and Support of Education (CASE) in counting total campaign contributions.

Approximately 67 percent of public institutions planned to use the CASE guidelines in their next campaigns.

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[1] Where average dollar figures are stated, they represent an average for all three categories of public institutions, including 4-year multicampus institutions and two-year and four-year single-campus institutions. The average dollar figures for the category of four-year multicampus institutions are generally much higher than those for the other three categories. The tables that follow present statistics by institutional category.

I. GENERAL ORGANIZATIONAL AND FINANCIAL CHARACTERISTICS

A. What was your institution's total operating budget in 1995-96? (in millions of dollars)

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Total operating budget (mean)	193.8	547.6	156.7	31.5

Public colleges and universities reported a broad range of operating budgets. The lowest for all institution types was $1 million, while the highest reported was $1.67 billion for a 4-year multicampus institution.

B. What was the size of your institution's endowment at the end of the 1995-96 fiscal year? (in millions of dollars)

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Endowment (mean)	73.6	381.8	45.9	4.3

Endowments for public institutions ranged from $1 million to $1.3 billion.

C. What percentage of the institution's fiscal 1995-96 operating budget was financed with:

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Gifts (mean)	5.9%	4.6%	5.2%	4.0%
Endowment income (mean)	2.2%	2.1%	2.4%	1.5%

D. Does your institution have its own governing board?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	57.6%	90.9%	49.1%	65.1%
No	34.3%	—	43.9%	20.9%
No answer	8.1%	9.1%	7.0%	14.0%

D1. If no, is your institution part of a statewide or multicampus system?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	95.6%	n.a.	96.0%	100%
No	1.5%	n.a.	—	—
No answer	2.9%	n.a.	4.0%	—

D2. And if no, does your institution have its own advisory board?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	45.6%	n.a.	48%	11.1%
No	26.5%	n.a.	28%	22.2%
No answer	27.9%	n.a.	24%	66.7%

E. What is the authorized size of your institutional or system governing board?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Authorized size (mean)	12.8	15.2	14.0	9.9

Respondents reported governing board size as small as five members and as large as 80 members.

F. Does the governing board have a development committee?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	24.2%	27.3%	26.3%	18.6%
No	63.1%	63.6%	59.6%	67.4%
No answer	12.6%	9.1%	14.0%	14.0%

F1. If yes, what is the total number of members?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Number of members (mean)	6.3	7.0	5.9	6.7

The number of members for all public institutions ranged from one to 16 members.

G. Does your institution have a separately incorporated foundation?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	88.4%	72.7%	90.4%	83.7%
No	5.1%	18.2%	4.4%	2.3%
No answer	6.6%	9.1%	5.3%	14.0%

G1. If yes, is its primary purpose fund-raising or asset management?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Fund-raising	17.7%	—	11.7%	38.9%
Asset management	10.9%	37.5%	12.6%	2.8%
Both	69.1%	50.0%	73.8%	58.3%
No answer	2.3%	12.5%	1.9%	—

G2. If it is primarily a fund-raising foundation, what is the total number of members?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Number of members				
Mean	36.7	—	57.2	20.6
Median	20.5	—	22.0	19.8

Interestingly, the number of members of primarily fund-raising foundations ranged from five to 450, with a median of 21.5.

G3. What is the total number of foundation board members who also serve on the governing board?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Number of members (mean)	2.8	—	1.6	2.5

II. COMPREHENSIVE CAMPAIGNS

A. Has your institution completed a comprehensive campaign within the last five years?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	26.3%	18.2%	29.8%	25.6%
No	65.2%	72.7%	62.3%	60.5%
No answer	8.6%	9.1%	7.9%	14.0%

A1. If yes, what was the planned length of the campaign?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Campaign length in years (mean)	4.4	6.0	5.0	2.1

The planned campaign length for all public institutions ranged from one to ten years.

A2. If yes, what was the length of the campaign's quiet phase?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Quiet phase in years (mean)	1.7	2.0	1.8	1.1

The quiet phase for all public institutions ranged from one to five years.

A3. If yes, what was the length of the campaign's public phase?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Public phase in years (mean)	2.8	4.0	3.1	1.7

The length of the campaign's public phase for all public institutions ranged from one to five years.

A4. Did it fail to meet, meet, or exceed the publicly stated dollar goal?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Failed	7.7%	—	8.8%	9.1%
Met	19.2%	—	11.8%	36.4%
Exceeded	73.1%	100%	79.4%	54.5%

A5. What was the campaign goal?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Campaign goal (mean in millions)	57	100	64.7	4.1

The campaign goal ranged from $1 million to $400 million for all independent institutions.

B. Is the institution currently conducting a campaign?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	33.8%	54.5%	38.6%	14.0%
No	55.6%	36.4%	52.6%	69.8%
No answer	10.6%	9.1%	8.8%	16.3%

B1. If yes, what is the planned length of the campaign?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Campaign length in years (mean)	5.3	6.2	5.2	4.0

The planned length of the campaigns ranged from one to 12 years.

For current and future campaigns (C through I):

C. What is the goal of the campaign?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Campaign goal (mean in millions)	134.4	370.8	68.5	11.6

Campaign goals for all public institutions ranged from $1 million to $1.1 billion.

D. What percentage of the institution's total operating budget for 1995-96 does the dollar goal represent?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Campaign goal as percentage of operating budget (mean)	40.8%	61.8%	34.0%	23.8%

E. What percentage of the institution's endowment does the campaign goal represent?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Campaign goal as percentage of endowment (mean)	132.8%	164.8%	146.4%	16.4%

F. Was a special campaign committee established to oversee the campaign?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	32.8%	45.5%	36.8%	14.0%
No	4.0%	—	6.1%	2.3%
No answer	63.1%	54.5%	57.0%	83.7%

F1. If yes, what percentage of its members came from the following? (mean)

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
The governing board's development committee	2.0%	0.6%	1.8%	3.0%
Other governing board members	4.8%	11.8%	4.9%	5.4%
Foundation board members	34.3%	36.2%	31.5%	36.0%
Alumni (nonboard members)	28.4%	26.2%	30.6%	14.8%
Current or retired members of the business community	14.3%	8.2%	14.7%	20.0%
Faculty	5.8%	0.6%	5.9%	11.8%
Current or former parents	1.5%	0	1.7%	2.0%
All others	8.8%	16.2%	9.0%	7.0%

G. Who had or has the most influence in choosing the membership of the campaign committee?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Chief executive of the institution	12.6%	9.1%	16.7%	7.0%
Chief advancement officer	16.7%	18.2%	18.4%	9.3%
Foundation chief executive officer	6.6%	27.3%	4.4%	2.3%
Governing board chair	—	—	—	—
Foundation board chair	0.5%	—	—	2.3%
Foundation's development committee chair	0.5%	—	—	2.3%
Governing board's development committee chair	—	—	—	—
Other	2.5%	—	4.4%	—
No answer	60.6%	45.5%	56.1%	76.7%

H. Who had or has the primary staffing responsibility for the campaign committee?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Chief advancement officer	23.7%	27.3%	27.2%	11.6%
Chief executive of the institution	3.0%	—	5.3%	—
Chief executive of the foundation	10.6%	27.3%	8.8%	11.6%
Other	1.5%	—	1.8%	—
No answer	61.1%	45.5%	57.0%	76.7%

I. Are the campaign priorities reviewed by the foundation board before they are given to the campaign committee?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	27.3%	36.4%	29.8%	23.3%
No	10.6%	9.1%	13.2%	—
No answer	62.1%	54.5%	57.0%	76.7%

For campaigns completed in the last five years (J and K):

J. In the most recently completed campaign, did the institution conduct a feasibility study prior to undertaking the campaign?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	20.7%	9.1%	23.7%	16.3%
No	12.6%	9.1%	8.8%	27.9%
No answer	66.7%	81.8%	67.5%	55.8%

J1. If yes, how many months in advance of the campaign was the study begun?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Months in advance (mean)	10.9	9.0	12.1	6.0

K. Did the institution use an outside fund-raising consultant prior to or during the campaign?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	23.2%	18.2%	26.3%	14.0%
No	11.6%	—	7.0%	32.6%
No answer	65.2%	81.8%	66.7%	53.5%

K1. If yes, in which areas did they focus their work?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Readiness assessment	63.0%	100%	56.7%	66.7%
Feasibility study	80.4%	50%	80.0%	100.0%
Fund-raising implementation	69.6%	100%	63.3%	66.7%
Other	2.2%	—	3.3%	—

Questions for all public institutions:

L. Do your comprehensive campaigns tend to be continuous with fixed intervals, or do they tend to be periodic?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Continuous	7.6%	9.1%	5.3%	14.0%
Periodic	70.2%	63.6%	78.1%	53.5%
No answer	22.2%	27.3%	16.7%	32.6%

The large majority of public institutions conduct comprehensive campaigns on a periodic basis.

M. Is a "unified ask" used in the comprehensive campaign, merging it with annual fund-raising?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	53.5%	54.5%	59.6%	32.6%
No	24.7%	18.2%	23.7%	32.6%
No answer	21.7%	27.3%	16.7%	34.9%

N. How closely related are the campaign's priorities and the institution's strategic plan?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Very	57.1%	45.5%	63.2%	41.9%
Somewhat	19.7%	27.3%	15.8%	23.3%
Not at all	1.0%	—	0.9%	2.3%
No strategic plan	1.5%	—	2.6%	—
No answer	20.7%	27.3%	17.5%	32.6%

For most institutions, campaign priorities are very closely related to the college or university's strategic-planning process.

O. Which areas will the overall campaign support?

The following table shows the percentages of institutions that have identified particular areas as either (a) one of two top priorities or (b) one of three lowest priority areas that the comprehensive campaign will support.

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Athletics (ranked as one of two top priority areas)	—	—	—	—
Athletics (ranked as one of three lowest priority areas)	13.1%	—	18.4%	2.3%
Buildings (ranked as one of two top priority areas)	17.2%	—	19.3%	20.9%
Buildings (ranked as one of three lowest priority areas)	14.1%	27.3%	19.3%	4.7%
Endowment (ranked as one of two top priority areas)	38.9%	54.5%	43.0%	25.6%
Endowment (ranked as one of three lowest priority areas)	7.6%	18.2%	7.0%	4.7%

O. Which areas will the overall campaign support? *(continued)*

Priority	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Faculty development (ranked as one of two top priority areas)	11.6%	18.2%	13.2%	--
Faculty development (ranked as one of three lowest priority areas)	17.2%	—	21.1%	14.0%
Libraries (ranked as one of two top priority areas)	6.1%	—	6.1%	9.3%
Libraries (ranked as one of three lowest priority areas)	9.1%	—	8.8%	7.0%
Maintenance of plant and equipment (ranked as one of two top priority areas)	1.5%	—	0.9%	2.3%
Maintenance of plant and equipment (ranked as one of three lowest priority areas)	5.1%	—	7.0%	2.3%
New academic programs (ranked as one of two top priority areas)	7.6%	9.1%	7.0%	4.7%
New academic programs (ranked as one of three lowest priority areas)	17.7%	27.3%	18.4%	14.0%
Science laboratories (ranked as one of two top priority areas)	2.0%	—	0.9%	2.3%
Science laboratories (ranked as one of three lowest priority areas)	6.1%	—	6.1%	7.0%

Q. Which areas will the overall campaign support? *(continued)*

Priority	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Student aid (ranked as one of two top priority areas)	3.0%	18.2%	1.8%	2.3%
Student aid (ranked as one of three lowest priority areas)	5.1%	9.1%	3.5%	4.7%
Scholarships (ranked as one of two top priority areas)	39.4%	45.5%	47.4%	32.6%
Scholarships (ranked as one of three lowest priority areas)	8.6%	9.1%	7.0%	7.0%
Student housing (ranked as one of two top priority areas)	—	—	—	—
Student housing (ranked as one of three lowest priority areas)	1.5%	—	2.6%	—
Student services (ranked as one of two top priority areas)	—	—	—	—
Student services (ranked as one of three lowest priority areas)	6.6%	9.1%	8.8%	2.3%
Technology (ranked as one of two top priority areas)	11.1%	—	12.3%	9.3%
Technology (ranked as one of three lowest priority areas)	14.1%	18.2%	18.4%	9.3%
Other (ranked as one of two top priority areas)	4.0%	—	4.4%	2.3%
Other (ranked as one of three lowest priority areas)	5.6%	18.2%	3.5%	11.6%

Some institutions indicated other significant areas that the campaign would or did support. These include: program enhancement, unrestricted funds, current academic programs, general operational use, the annual fund, faculty salaries, and performing and fine arts.

P. What three persons or groups were most influential in establishing the campaign priorities list?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Chief executive of the institution	71.2%	72.7%	77.2%	58.1%
Governing board	16.7%	27.3%	14.0%	20.9%
Foundation board	27.3%	9.1%	20.2%	37.2%
Capital campaign committee	13.1%	9.1%	17.5%	—
Governing board chair	1.0%	—	1.8%	—
Foundation board chair	3.0%	—	2.6%	7.0%
Executive committee of the governing board	0.5%	—	0.9%	—
Development committee of the governing board	1.5%	—	1.8%	—
Other committees of the governing board	0.5%	—	—	2.3%
Advancement officer	33.8%	9.1%	37.7%	30.2%
Chief academic officer	23.2%	36.4%	28.9%	4.7%
Faculty committee	11.6%	27.3%	10.5%	9.3%
Other	5.1%	9.1%	3.5%	4.7%
No answer	24.2%	27.3%	20.2%	39.5%

III. ADVANCEMENT EXPENDITURES AND STAFF

A. What was the approximate annual budget for the following functions one year before your most recent comprehensive campaign? (mean in $1,000s)

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Fund-raising	1139.4	4419.3	815.0	162.5
Public relations	606.0	5368.8	308.8	133.5
Alumni affairs	353.8	1462.0	218.0	52.8

In public institutions, annual budgets for funding raising ranged from $1 thousand to $8.8 million; public relations budgets ran the gamut from $2 thousand to $2.1 million; and for alumni affairs budgets ran from $1 thousand to $3.2 million.

B. What was the approximate annual budget for these functions in the year immediately following your most recent campaign? (mean in $1,000s)

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Fund-raising	1373.0	3548.0	1404.2	201.2
Public relations	357.8	990.0	350.0	168.0
Alumni affairs	281.2	206.0	229.3	22.5

C. Was the campaign operation administered by the institution or by the foundation?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Within the institution	35.4%	45.5%	43.0%	20.9%
By the foundation	29.3%	18.2%	23.7%	34.9%
No answer	35.4%	36.4%	33.3%	44.2%

C1. If by the foundation, in what office?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Advancement office	74.1%	—	81.5%	66.7%
Other	10.3%	—	3.7%	26.7%
No answer	15.5%	100%	14.8%	6.7%

D. How was the campaign funded?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
With state funds	6.1%	9.1%	6.1%	9.3%
By the foundation	24.2%	9.1%	21.1%	27.9%
Taxing unrestricted campaign gifts	2.5%	—	3.5%	—
A mix	18.7%	27.3%	22.8%	4.7%
Other	2.5%	9.1%	2.6%	—
No answer	48.5%	45.5%	46.5%	60.5%

IV. GIFT SUPPORT

A. Are governing board members asked to make financial contributions to the annual fund?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	52.0%	72.7%	48.2%	55.8%
No	31.3%	—	35.1%	25.6%
No answer	16.7%	27.3%	16.7%	18.6%

A1. If yes, who primarily solicits trustee contributions?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Chief executive of the institution	38.8%	37.5%	38.2%	33.3%
Governing board chair	26.2%	37.5%	30.9%	12.5%
Other governing board members	14.6%	37.5%	16.4%	4.2%
Foundation board chair	18.4%	12.5%	10.9%	25.0%
Other members of the foundation board	17.5%	25.0%	10.9%	20.8%
Foundation chief executive	23.3%	12.5%	23.6%	20.8%
Advancement officer	40.8%	50.0%	49.1%	20.8%
Other	2.9%	—	3.6%	4.2%
No answer	5.8%	12.5%	3.6%	8.3%

B. Are foundation board members asked to make contributions to the annual fund?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	76.3%	54.5%	78.9%	76.7%
No	7.1%	—	7.9%	4.7%
No answer	16.7%	45.5%	13.2%	18.6%

B1. If yes, who primarily solicits gifts from the foundation board?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Chief executive of the institution	25.2%	16.7%	30.0%	15.2%
Governing board chair	6.0%	16.7%	6.7%	3.0%
Other governing board members	4.0%	16.7%	3.3%	3.0%
Foundation board chair	44.4%	66.7%	41.1%	45.5%
Other members of the foundation board	32.5%	83.3%	27.8%	24.2%
Foundation chief executive	33.8%	50.0%	33.3%	27.3%
Advancement officer	44.4%	83.3%	53.3%	18.2%
Faculty members	3.3%	16.7%	3.3%	—
Other	5.3%	33.3%	4.4%	3.0%
No answer	2.6%	—	1.1%	9.1%

C. Which group was most active in prospect identification for the campaign?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Governing board members	1.0%	—	0.9%	2.3%
Foundation board members	12.1%	—	9.6%	18.6%
Campaign committee members	14.6%	27.3%	14.0%	14.0%
Advancement staff	44.4%	54.5%	50.0%	27.9%
No answer	33.3%	27.3%	29.8%	41.9%

V. THE QUIET PHASE

A. In the most recently completed campaign, what was the length of the quiet phase between the board's approval of the campaign and its announcement to the public?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Length in months (mean)	16.2	23.8	17.2	9.7

The briefest quiet phase reported was two months, while the longest was 48 months.

B. What percentage of the total campaign goal did you plan to raise during the quiet phase?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Percentage of the goal (mean)	42.7%	40.6%	43.4%	41.4%

Respondents reported that as little as 1% and as much as 100% of the campaign goal was to be raised during the quiet phase.

C. What percentage of the campaign goal was actually raised by the end of the quiet phase?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Percentage of the goal raised (mean)	42.8%	39.3%	42.2%	47.2%

The percentage of the goal raised during the quiet phase by 4-year multicampus institutions ranged from 32% to 46%, while 4-year single-campus institutions ranged from 1% to 85% and 2-year single-campus institutions ranged from 25% to 70%.

D. What percentage of the amount raised during the quiet phase was contributed by:

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Governing board members (mean)	4.0%	5.0%	4.4%	2.5%
Foundation board members (mean)	20.7%	2.5%	29.6%	5.0%
Campaign committee members (mean)	16.0%	37.5%	17.2%	10.0%
Others (mean)	59.2%	55.0%	48.8%	82.5%

VI. CAMPAIGN EXPENDITURES AND RECEIPTS

A. What is or was the total budget for the campaign?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Total budget (mean in millions)	5.8	39.0	1.5	0.1

B. What does or did the campaign actually cost?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Cost (mean in millions)	5.1	6.0	2.3	0.1

C. How much was or will be raised during the entire campaign?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Amount raised or to be raised (mean in millions)	110.5	376.2	83.1	8.8

Respondents reported or projected raising a range from $1 million to $1.2 billion during the campaign.

D. What percentage of the goal was or will be actually achieved?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Amount actually achieved (mean)	109.2%	106.6%	111.7%	101.8%

E. What percentage of the following groups made or likely will make campaign contributions?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Governing board members (mean)	19.3%	26.3%	17.4%	25.0%
Foundation board members (mean)	39.4%	24.5%	43.6%	35.6%
Campaign committee members (mean)	41.1%	48.8%	38.9%	39.1%

F. Were the guidelines established by the Council for the Advancement and Support of Education (CASE) used on counting total campaign contributions?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	48.0%	63.6%	54.4%	25.6%
No	13.6%	9.1%	11.4%	20.9%
No Answer	38.4%	27.3%	34.2%	53.5%

G. Are the CASE guidelines likely to be used in your next campaign?

	All Institutions	4-Year Multicampus	4-Year Single Campus	2-Year Single Campus
Yes	66.7%	63.6%	72.8%	44.2%
No	5.1%	9.1%	1.8%	14.0%
No answer	28.3%	27.3%	25.4%	41.9%

About the Authors

Catherine Dunn, BVM, has been president of Clarke College in Dubuque, Iowa, since 1984. She has conducted two successful comprehensive campaigns, increased enrollment by 59 percent, built four buildings, partnered with area businesses, developed innovative academic programs, and been active in educational and economic issues in Iowa and the nation. She received her undergraduate and graduate degrees from Arizona State University.

Richard B. Eason has been vice president for development of Southwestern University in Georgetown, Tex., since 1985. He frequently presents programs for nonprofit groups on gift solicitation, institutional planning, fund-raising planning, staff development, and development office support systems and services. He has served on the board of directors of the Council for the Advancement and Support of Education District IV and as CASE District IV director of development. In 1998, Southwestern University announced the successful completion of a $75.5 million comprehensive campaign—with a gift and pledge total of nearly $92 million.

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Curtis R. Simic has more than 35 years of experience in all areas of development and alumni and external relations at public and private higher education institutions. Now president of the Indiana University Foundation, he also has served Yale University and the universities of Tennessee, Alabama, Oregon, and California (Berkeley). He is recognized as a national leader in fund-raising for higher education and in the management of foundations supporting higher education. He has served on the board of CASE, was instrumental in founding the Society for Institutionally Related Foundations, and is dean and faculty member of the Big Ten Fund Raisers Institute.

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